DOCUMENT RESUME

ED 336 632 CE 059 124

TITLE	Educating for a Change. A Skillshop for Community Educators. Workshop Manual.
INSTITUTION	Doris Marshall Inst. for Education and Action, Toronto (Ontario).
SPONS AGENCY	Ontario Ministry of Citizenship and Culture, Toronto.; Ontario Ministry of Skills Development, Toronto.
PUB DATE	88
NOTE	119p.; For related documents, see CE 059 120-123. Based on a course in facilitation and design for community educators working in immigrant services and resettlement programs (Orillia, Ontario, November 22-27, 1988).
AVAILABLE FROM	Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 ($10.00 plus 20% shipping and handling; in Canada add 7% sales tax).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Battered Women; Change Agents; Change Strategies; *Community Education; *Curriculum Development; Democracy; Democratic Values; Family Violence; Foreign Countries; Group Dynamics; Group Experience; *Immigrants; *Learning Activities; Material Development; Program Development; *Social Change; Spouses; Staff Development; Teaching Methods; Workshops
IDENTIFIERS	*Canada; Popular Education

ABSTRACT

This manual provides materials for a 5-day course in the development of design and facilitation skills for participants. The course is intended for community educators who work in the areas of immigrant settlement, cultural interpretation, or wife assault and have responsibilities for leading group discussions or running educational programs. Section 1 provides a broad overview of the course and its objectives. Section 2 details each day or stage of the course. For each stage, these components are provided: a restatement of the objectives and agenda for each session, brief description of the process, task sheets for activities used, detailed descriptions of some activities, and material produced by the participants. Session titles are as follows: What's It All About?; Surveying the Terrain; Ten Finger Typing: Activities and Tools; Designing an Activity and Workshop Model; On Stage: The Practice of Facilitation; and Covered Ground and Next Steps. The final section summarizes the methods of evaluation built into the course. (YLB)

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Educating for a Change
A Skillshop for Community Educators

Workshop Manual

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credits

Course Facilitators	Rick Arnold Beverley Burke Barbara Thomas
Assistance in planning	Maria Ariganello Ana Lopez
Workshop Manual preparation	Rick Arnold Beverley Burke
Photos	Rick Arnold

Financial support

- The Ontario Ministry of Skills Development for course development, facilitation and materials
- The Ontario Ministry of Citizenship for participants costs

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Introduction

The Skillshop for Community Educators described in this document comes out of a need expressed by many people from a variety of sectors for training which would allow them to reflect on their education work and make it more effective. The Doris Marshall Institute prepared an overall program which contained three pilot workshops, each targetting a different constituency. This document is a record of the first session with educators working in/with Immigrant Services and Victims of Wife Assault Programs. The Ontario Ministry of Skills Development funded course development and facilitation for the three workshops. The Wife Assault Initiative and the Settlement and Integration Unit of the Ontario Ministry of Citizenship covered the costs of residential accomodation and transportation for participants in the first pilot program.

Educating for a Change: A Skillshop for Community Educators

What the course was about

The Skillshop for Community Educators emphasized the development of design and facilitation skills for participants. The approach used drew on 'Popular Education' theory and practice and involved hands-on activities relevant to specific community contexts. The overall objective for this workshop was to build skills and confidence in:

- ☐ developing learning activities;
- ☐ facilitating group activities;
- ☐ designing new community education programs.

Each day's title attempted to capture the essence of what would be focused on during that day:

First evening: What's it all about? was an introductory session to the course and to each other.

Day one: Surveying the Terrain, looked at the main elements which go into an effective workshop; and explored the concept of popular education.

Day two: Ten Finger Typing - Activities and Tools At this stage we were trying out tools and activities which encourage active participation. We focused on the theme of equity, and particularly racism, exploring ways to handle the issues and tensions which emerge.

Day three: Designing an activity and workshop model
Based on their experience both prior to and during the first two days of the Course, participants designed a three hour workshop, and prepared a detailed plan for one specific activity.

Day four: On Stage: The practice of facilitation
With plans and activities ready, each design team was videotaped as they explained how their session would run and facilitated a ten minute segment of their design.

Day five: Covered Ground and Next Steps was a chance to reflect back on the course and evaluate it. This final session also looked towards concrete steps which could now be taken in the work back home.

Who it was for

This course was for community educators who:

☐ were working in the areas of immigrant settlement, cultural interpretation or wife assault;

☐ had responsiblities for leading group discussions or running educational programs.

It should be noted that there was a limit placed on the number of participants (20) and a selection process to ensure representation from different racial/ethnic backgrounds and from across the province. Participants were identified through invitations sent to immigrant service organizations across the province. (A list of participants and their organizations is appendixed to this section.)

The Facilitators

The three facilitators for this Course were all from the Doris Marshall Institute: Rick Arnold, Beverley Burke and Barbara Thomas.

When and where it was held

This was a 5 day session running from the evening of Tuesday November 22 until noon on Sunday November 27. It was held at the Fern resort near Orillia, Ontario.

How it was planned

The workshop design was based on information from three sources:

- ☐ a needs assessment completed by all course participants[1];
- ☐ input from the co-planners of the workshop - Maria Ariganello and Ana Lopez. Through their work at the Ministry of Citizenship, Maria and Ana had worked with most of the organizations represented by participants;
- ☐ past experience of the Institute facilitators in training programs on design and facilitation

Course materials

The materials included:

- ☐ a binder of Course Readings relating to course themes, distributed to all participants;
- ☐ handouts relevant to specific activities, distributed to all participants and included in this manual;
- ☐ reference materials on display during the Course and listed on the bibliographies distributed to all participants and included in this manual.
- ☐ knowledge produced by participants, distributed to participants during the course, the day after it was produced or in the workshop report mailed following the completion of the Course. This material is also included in this manual.
- ☐ videotape of participant practise facilitation sent to participants
- ☐ this Workshop Manual

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[1] A copy is included on page 7

The Group photo

BEST COPY AVAILABLE

Community Educators: Educating for A Change
List of Participants

1. Myrta Sahas,
   A.R. Kaufman YMCA,
   Kitchener.

2. Sophie Nsiah-Yeboah,
   C.A.N.A.C.T.,
   Toronto.

3. Rosalind Chia,
   Regent Part Community Health Centre,
   Scarborough.

4. Wanda Romaniec,
   Catholic Community Services of York region,
   Aurora.

5. Caroline Misener,
   Information Niagara,
   St. Catharines.

6. Claire Twose,
   Kingston and District Immigrant Services,
   Kingston.

7. Mike Douglas,
   Woodstock Ym-YWCA,
   Woodstock.

8. Karen E. McCaw,
   Elgin Family Violence Centre,
   St. Thomas.

9. Martha Elliot,
   Multicultural Council of Windsor and Essex County,
   Windsor.

10. Cindy Player,
    Interval House of Ottawa - Carlton,
    Ottawa.

11. Maria Alvarez,
A.R. Kaufman YMCA,
Kitchener.

12. Mary Tuomisto,
Thunder Bay Multicultural Association,
Thunder Bay.

13. Carolyn Sinclair,
Immigrant Women's Committee to End Wife Assault,
Ottawa.

14. Ruby Miranda,
North York Board of Education,
North York.

15. Sachiko Que,
Japanese Family Services,
Willowdale.

16. Rita-Marie Jenkins,
Brantford Ethnoculturefest,
Brantford.

17. Elba Iris de Leon,
Barbara Schlifer Clinic,
Toronto.

18. Padmini Raju,
Immigrant Women's Information Centre,
Windsor.

19. Maria Ariganello,
Resource Person,
Ministry of Citizenship
(Settlement and Integration Unit).

20. Ana Lopez,
Resource Person,
Ministry of Citizenship,
(Wife Assault Initiative).

EDUCATING FOR A CHANGE: NOVEMBER 22-27/88

REGISTRATION FORM

Name: _____

Address: _____

_____

Phone Number: Home - ( )_____ Work - ( ) _____

Organization: _____

Organization's Address: _____

_____

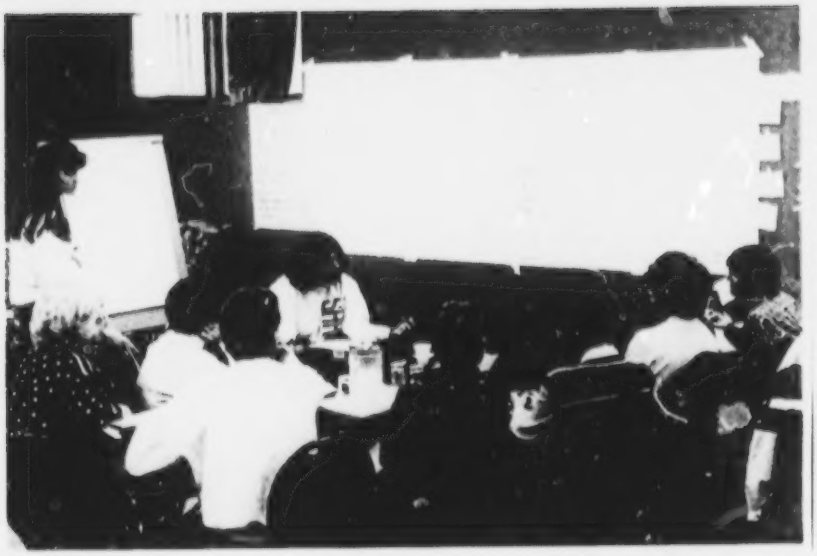
I do the following work in my organization:

I have had the following experience in running group discussions and workshops:
a) In my organization

b) Elsewhere

I want to learn these things from this course:

I want to apply this training in the following ways... with these groups of people....



A. Overall Course Outline and Objectives

In this section you will find a broad overview of the course and its objectives. We will be returning to the process and activities used for each day in some detail in the next section.

Tuesday Nov. 22 What's it all about?

Objectives

- create a climate of ease & get to know each other
- clarify expectations
- review program goals and agenda
- identify & practice useful icebreaking exercises

Agenda

7:00	☐Welcome and introductions: - to the evening and to each other
7:30	☐Expectations of the workshop
8:00	☐Review of the week's program & choose 'process observers'
8:30	☐Fly on the Ceiling' - look back at the process of the evening
9:00	☐Social or sleep!

Wednesday Surveying the Terrain

Objectives:

- *identify the elements of an effective workshop
- * develop a checklist of key features of design and facilitation
- * explore linkages between design & facilitation/content and process
- * examine social context in which workshop problems for facilitators emerge
- * identify the roles of design and facilitation in addressing these problems
- * introduce principles of popular education
- * examine two video resources in our work which both elicit and challenge resistance

Agenda

9-12	☐Elements of effective workshops ☐Effective design and facilitation ☐Principles of adult education
10:45	☐Coffee
	☐Facilitation Nightmares
12-1	☐Lunch
1-5	☐Analysing the nightmares
3:00	☐Coffee
	☐Principles of Popular Education ☐Fly on the Ceiling: - reflection on what we've done
5-7	☐Supper
7-9	☐Films Eliciting and challenging responses - Beneath the Mosaic - You are not alone

Thursday Ten Finger Typing: Activities and Tools

Objectives:

*explore a range of activities and tools which encourage active participation
*identify key stages in a workshop design
*model activities appropriate to different workshop stages
*surface issues and tension common to education about equity and explore ways to handle them
*examine a video designed as a training tool for cultural interpreters

Agenda

9-12	☐Hangovers ☐Social Identities and power ☐Racism -in the society and organizations[1]
12-1	☐Lunch
1-4:30	☐Racism in the workplace - identifying some roles and approaches ☐Fly on the Ceiling - reflection
4-7	☐Break and supper
7-8:30	☐Beyond Words - examining the film and its uses

---

[1] In the design we were going to explore both racism and sexism. Following the evaluation by participants of the previous day, we decided to reduce the input and with their approval, focused only on racism.

Friday Designing an Activity and workshop model

Objectives:

*practice writing realizable goals for a 3-hour workshop
*identify key elements in designing education programs for social change
*practise designing activities and tools for specific workshop purposes
*practise introducing tools and activities
*practise designing a workshop using video resources
*develop some guidelines and rules for providing constructive, critical feedback to colleagues
*practise giving critical feedback to colleagues

Agenda

9-12	☐Planning for a workshop ☐Setting Goals ☐Designing an activity
12-1	☐Lunch
1-5	☐Giving and Getting Feedback ☐Facilitating the activities ☐Designing your workshop ☐Preparing to Facilitate
5-7	☐Break and Supper
7:30	☐Check-in - work as necessary on designs

Saturday On Stage: the Practice of Facilitation

Objectives:

- *practise facilitating a segment of a participant-designed workshop
- *provide participants with a videotape of their facilitation
- *practise giving critical feedback to colleagues
- *add to checklist for effective design and facilitation

Agenda

9-12
- ☐Process Observers and Hangovers
- ☐Videotaping participant-prepared segments of workshops

12-1
- ☐Lunch

1-5
- ☐Re-presentation of the videos
- ☐Supportive/critical feedback
- ☐Pulling together our learning about design and facilitation
- ☐Fly on the Ceiling reflection

5-?
- ☐Dinner and Socializing

Sunday Covered Ground and Next Steps

Objectives:

- *make the course planning process visible to participants
- *evaluate the course
- *identify some concrete next steps in our own work back home
- *identify resources and training needs helpful in carrying out our education work.

Agenda

9-12
- ☐Hangovers and process observers
- ☐Methodological March
- ☐Key learnings and implications
- ☐First steps back home and follow-up
- ☐Evaluation of the course
- ☐Closure

---

and the work begins ....

B. Course Detail

In this section, each day or stage of the five day course outline will be detailed. For each stage you will find:

- ☐ a restatement of the objectives and agenda for each session;
- ☐ a brief description of the process,
- ☐ task sheets for activities used;
- ☐ detailed 'how to' descriptions of some activities;[1]
- ☐ the material produced by participants.

1. What's it all about: Evening one

Objectives	**Agenda**
* create a climate of ease & get to know each other	☐welcome and introductions
* clarify expectations	☐expectations of the workshop
* review program goals & agenda	☐review of the program
* identify & practice useful icebreaking exercises	☐choose 'process observers'
	☐'fly on the ceiling'
	☐social or sleep

The Process

The evening began with an official welcome from the organizers. To get to know each other we used an icebreaker called Lifeboats[2] Participant expectations of the Course were discussed in small groups of three people, listed on flipchart paper and shared back in plenary in the form of a T.V. interview'. Anyone could 'phone in' for questions of clarification, with one of the facilitators acting as the T.V. host. The facilitators made reference to participant expectations in going through the agenda for the Course. In most cases, the expectations were covered in the course outline or could be accomodated. Where an expectation fell outside of the scope of the course, this was clearly pointed out.

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[1]For many activities, there is no detailed description available. This material will be prepared for a follow-up Handbook on Facilitation and Design we hope to produce in 1989-90.

[2]Description included on pages 17-19

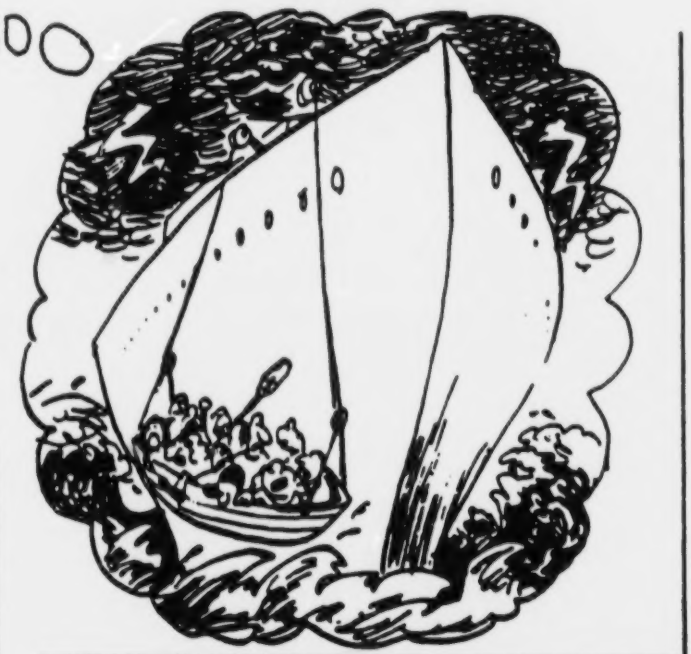
To involve participants more fully in running the course, and to assist in developing awareness of group process, the concept of 'process observers'[1] was introduced and the first two observers chosen. A second tool called 'fly on the ceiling' was explained.[2] It was then used to reflect both on the various elements of the evening's design and on what participants thought/felt about the first session. Participants first discussed the questions with a neighbour and then shared any major points with the whole group.

[1]See handout sheet on page 20 for questions addressed by process observers
[2]See page 21 - 'Fly on the Ceiling' for questions posed

Lifeboats* — A technique for getting to know each other and build group spirit

One old task we often face beginning a workshop is having participants introduce themselves. Going around the room or introducing a neighbour are the usual ways this task has been accomplished. However, when there are quite a number of participants involved in a workshop, people start to tune out or get restless as you reach the twentieth name or so. An alternative which will get large groups of people up on their feet, actively learning about others is a technique called *Lifeboats*.

Time:	½-2 hours
Objectives:	- participants get to know each other and have a sense of group - begin to buld group spirit - have fun and relax
Why:	Get people up on their feet and beginning to mix
Who:	People from different parts of an organization or province/from different organizations or provinces
How many:	25-50 people (although we have also used a shortened version in workshops of 10-15 people)



Source: A New Weave: Popular Education in Canada and Central America. Rick Arnold, Deborah Barnot, Bev Burke, CUSO & OISE, 1985

*We have used this technique in two large workshops: one with 50 members of the development education community from across Canada and another with 40 food industry workers, farmers and fishermen in PEI.

Procedure

Share with the group the object of the exercise. Then explain that we are on a ship which has started to sink and we will have to evacuate into lifeboats. However, everyone will have to listen carefully to make sure that they are in the right lifeboat and once there, stay close together (maybe join hands) so as to avoid falling.

The facilitator can then call out distinguishing features for the lifeboats based on particularities of the group that it might be interesting to highlight. **For example:**

Boats might be formed by province that you live in and then by place of birth, with a separate boat for those born outside Canada. While participants are in the lifeboats, the facilitator can identify each province or country, the numbers in each boat as well as have people identify who they are and what they do (very briefly) while still in a boat. People can also be asked to move into boats by organization or union affiliation. Once in those boats, people can be asked to give their name, organization/union and what they do there.

Often it may be important to highlight the ratio of male to female participants who have come in representation of others. This can be accomplished by having people go into one lifeboat for women and another for men. To avoid the process dragging, the facilitator should try and ensure that things keep moving with the right balance of lifeboats and tasks to do in each boat. Besides names, different information could be shared after each change in the group's makeup.

An element of excitement can be added by making an announcement that numbers of people in each lifeboat have become important. Too many we sink and too few we capsize. Then participants can be asked to move quickly into boats of 6 or 8 and so on. Choosing multiples that divide into the total number of participants ensures that no one needs to be left out — or the leftovers can get into your boat!

Considerations

There are innumerable options for the naming of your lifeboats depending on where the participants are coming from. Careful selection of these options can underscore strengths and deficiencies in the makeup of the group — should this be important.

More time can be spent in the smaller lifeboats trying to learn names by having a ball tossed around in each group with participants calling out the name of the person to whom they are about to throw the ball. (You can't throw it to the same person twice in a row.) A *ball* can be made from a crushed up piece of old newsprint.

Questions which relate to a province, organization, historical event of relevance to the workshop can be prepared ahead of time and drawn from a hat at different points in the exercise by an individual, who gets help from the group in his/her boat in coming up with the answer.

Recommendation

The more time you have for the initial phase of introductions and group building the more variations in the lifeboat technique you can use. However, the facilitator should be conscious of keeping the whole process moving and not bogging down in discussion at any point.

Process Observers

Your role is outlined below.

1. To be available to participants for input into the course as we go along

2 To reflect on how the day went, keeping in mind

Participation:

Pacing

Balance of new and familiar content

Logistics

At the end of the day, prepare your report with the other Observer based on your observations during the day. The report should be no more than 10 minutes in length and will be at the beginning of the morning session. You might want to make your observations on this sheet.

Fly on the Ceiling

1. What did we do (reconstruction)? Why?

2. What happened for you - summarize what you learned/felt

3. What could you use? How could you change it to meet your own situation? What alternatives can you think of ?

22

Discussing in groups ...

and reporting back.

27

26

2. Surveying the Terrain: Day one

Objectives

- identify the elements of an effective workshop
- develop a checklist of key features of design and facilitation
- explore linkages between design & facilitation/content and process
- examine social context in which workshop problems for facilitators emerge
- identify the roles of design and facilitation in addressing these problems
- introduce principles of popular education
- examine two video resources in our work which both elicit and challenge resistance

Agenda

- ☐elements of effective wkshops
- ☐effective design & facilitation
- ☐principles of adult education
- ☐break
- ☐facilitation nightmares
- ☐lunch
- ☐analysing the nightmares
- ☐coffee
- ☐principles of popular educ.
- ☐fly on the ceiling
- ☐supper
- ☐films eliciting and challenging resistance (Beneath the Mosaic; You are not alone)

The Process

After allowing for any 'hangovers' from the previous session, we went over the day's agenda in some detail. The starting point for the day's work was participant experience with 'good' and 'bad' workshops. In pairs, people listed on colour-coded cards elements which helped make the workshop a positive or negative event. These cards were then stuck onto two large pieces of flip chart paper under 'helps' or 'hinders'. The group discussed how some of the 'hinders' could be turned into 'helps'.

Participants were then divided into two groups. One group was asked to take the points and, adding others from their past experience, to develop a check list for effective facilitation. The second group was asked to do the same for effective design. The facilitator then reviewed the two lists, helping the group identify meeting points between the two lists, marking them in red. Finally, a brief 'lecturette' touched on retention, what this means for design and the principles of adult education.[1], relating the new material to the checklists developed from participant experiences.

[1]See page 28 for notes on 'Principles of Adult Education'

Before lunch, we broke into four groups where people were asked to share their worst experiences or fears about leading a workshop and to dramatize the main points from the discussion for presentation to the other groups[1]. After lunch the 'nightmares' were presented and decoded by naming the problems identified, how they were approached in the skit, and other ways in which the design and/or facilitation might have tackled the problems.[2] This material added new elements to the checklists for effective design and facilitation.

To reflect on 'planning and design - but for what purpose?' we briefly looked at the relevance of a 'popular education' approach. The theme was introduced through a lecturette[3] with participant reflection on the following questions: In programs of education for social change: Who do we want to work with? What is our relationship to the groups and issues we work with? What should it be? What are the implications of a popular education approach for facilitation and design?[4] At the end of the afternoon we had a 'fly on the ceiling' reflection.

After supper the group broke into two to screen one of two videos: Beneath the Mosaic and You are Not Alone. In small groups participants discussed the questions outlined on the attached task sheet. The concluding plenary discussion focused on dealing with discomfort and 'resistance' in doing this work.

---

[1]The task sheet is included on page 27.

[2]A summary of participant work is included on pages 29-32.

[3]See pages 33-34 for notes on popular education which were used in the 'lecturette'

[4]The notes from those discussions are included on pages 35-38.

Effective Design
Means:

- plan activities and setting appropriate to the number and kind of people
- anticipating and preparing for problems (e.g. mechanical)
- preparing effective handouts, materials resources
- accurate description in promotional material
- try to get participant expectations prior to workshop
- needs assessment
- set agenda (realistic) to meet time availability
- plan for breaks, icebreakers, humour
- plan room arrangment
- stagger small group/large group activities
- plan for a balance of activities/visuals (but not too many)
- build in an evaluation
- when possible choose good facilities (no distractions)
- if more than one speaker/leader, co-ordinate so there is no repetition
- develop teamwork
- time input of new material when people are fresh

(Note that underlining refers to those that also have to do with facilitation)

DMI
1988

Effective Facilitation
Means:

- Acknowledge participant needs, experience

- solicit feedback to agenda

- development, reconfirmation of needs focus

- give participants ownership (small groups, relate needs to agenda)

- provide direction for active participation without monopolization by an individual(s)

- keeping to agenda in flexible fashion

- use visual aids/handouts, example

- debriefing of all activities important
to provide a good conclusion - to make the material relevant to participants

- encourage interaction

- timing - use of humour, hospitality as appropriate to participants

- recruit resource persons among participants

- validate and challenge for feedback from material

- where we'll go from here - tools to go forward (resources both human & $)

- know when to cut losses when people are too tired

(Note that underlining refers to those which also have to do with design)

DMI
1988

Task Sheet - Nightmares

1. Share your worst experiences or worst fears in leading a workshop or doing a presentation.

2. Develop a five minute scenario to illustrate the major points made in your discussion.

3. Prepare to dramatize this scenario to the other groups. You can use props, make signs - whatever you think will help your presentation.

Note: There will be no acting awards given!!

Principles of Adult Education

We learn best when:

We see the learning as valuable

The goals are clear

We can make mistakes

Our own experience is valued and drawn upon

We apply the learning to our own circumstances

We can connect new facts/insights with what we already know

We get direct and frequent feedback

We can share/debate/discuss what we are learning with others

We feel respected, listened to

We have input into how teaching and learning happens

DMI
1988

Nightmares

GROUP ONE

Problems for the facilitator
(As listed by group one in their discussion)
- equipment breakdown
- people not participating
- people not cooperating
- inflexible
- stereotyping - racism, sexism
- educating 'experts', the powerful - the 'convince-me' attitude
- noshows, too many

(Identified by full group in debrief)
- one person taking on facilitator role
- coming in late
- everyone speaking for Cindy*
- conflict between participants
- supposed to be debriefing - still in role - confusion between real life and role play*
- antagonistic positions on wife assault*
- sexism - stereotyping*

(* have to do with the nature of the topic)

Facilitator approaches

- steer to debriefing - experience of role
- reminder that people speak for themselves
- draw in others from the group
- set climate for speaking and listening
- clarify what Cindy had asked for
- affirming what people saw - helping people hear what others are saying
- give others a chance to talk
- round table discussion - informality

Design and facilitation could

- name that we're having a problem letting go of role
- plan guidelines for debriefing e.g. we speak for our own experience
- use flipchart to defuse and record

GROUP TWO

Facilitation Problems

(As identified by group two in their discussion)

- inappropriate behaviour of co-facilitator
- insensitive co-facilitator
- men arrived to facilitate in women's group
- participants did not participate and challenged the goals of the workshop
- wrong film in cannister
- prepare for one audience and find another
- mechanical failure
- freezing up

(As identified in debriefing of skit)

- educating the 'experts', the powerful*
- lack of participation on part of target group*
- intimidation*
- no clear agenda - no shared agenda
- challenging of qualification of facilitator*
- participants divided into two groups - weak/strong* (issues/gender/lack of solidarity)
- person from oppressed group denying oppression*

Facilitation strategies

- stand by wall and freeze
- phoning - trying to make sure they were sending women (letters too)
- challenge to men - to form a women 's group
- fought with one of participants
- didn't show shock
- hospitality, coffee

Design and Facilitation could:

- cancel meeting - talk to one woman there
- divide into two groups (men/women) - recognize unequal power and its impact
- switch focus - how does it feel being a man here - surface their tensions
- clarify expectations - why people came, fears
- man and woman co-facilitate
- see meeting as 'needs assessment'
- design questions which focus meeting and provide info. you need
- ensure that women speak first in reporting back
- invite women around an issue seen as women's work
- move strategically within the cultural norms

GROUP THREE

Facilitation Problems

(As identified by group three in their discussion)

- outside distractions
- people gesturing to get attention
- lecture style - no other options to keep presentation moving
- audience feels they know more and challenges me
- no response, questions
- losing control - disruptive behaviour
- mechanical failure - props don't work

(As identified by full group in debrief of skit)

- 'no problem here'*
- publicity different from goals, expectations of participants
- resistance - lateness, sitting outside, denial, body language - moving away, distracted by logistics
- challenging capacity of facilitator*
- there on day off
- male participants - and a woman facilitator*
- topic racism - they felt attacked*
- polarization of participant views and facilitator*
- big issue with little time*

Design and Facilitation strategies

- schedule as appropriate
- pay people to attend as part of work - this makes the issue important
- police experience of where racism is an issue for them - refocus
- have someone else to deal with logistics
- rephrase to find common ground
- after circles - what do you want to talk about
- negotiation of objectives
- needs assessment - informal meetings with a few potential participants - even via a phone call
- icebreaker at beginning
- have coffee already available
- whole objective to help participants realize that racism is connected to their work
- case studies developed with people in the community and police
- establish how this can help them - workshop in context of ongoing work
- culturally specific workshop
- define as women issue and invite spouses of police
- involve some of the participants in the planning

GROUP FOUR

Facilitation problems

(As identified by group four in their discussion)

- their own agenda
- no one shows up - having people walk out - late arrivals
- lack of resource material
- body language resistance
- dress
- tune out
- unexpected emotions
- mechanical failure
- fighting amongst participants
- presentation of sensitive material/topics to hostile target groups
- getting target group to participate
- other people stealing your thunder

(As identified in full group discussion of skit)

- bringing group together*
- needs sensitivity to cultural elements of what's happening*
- needs vary - lack of interest
- purpose unclear - but facilitator had agenda
- circle around painful issues - vagueness opened up other agendas*
- confusion in role of facilitator
- assumption everyone speaks English in multi-ethnic groups*
- "he doesn't understand who I am or what I experience"*
- "His basic needs are satisfied - mine are not"*
- not ready for group work - too preoccupied with survival
- approach to topic not relevant to group
- men and women together on wife abuse issue
- workshops a northamerican concept

Facilitation and design strategies

- opening group building activity
- language specific group meetings
- could take problems identified as starting point - connect to wife assault
- contributing factors to stress and to wife assault
- indicate other info. needs will be met
- informal structure/activity
- select culturally appropriate case studeis/examples
- don't assume behaviours are related to ethnic identity
- target publicity in community

EDUCATION FOR WHAT

Adult Education	Popular Education
- to help people adjust to the status quo or to new directions which favour those in power and are decided by them	- to empower people to change the status quo - to take control over the decisions which affect their lives - people themselves define the nature of the change

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Popular Education
(Educacion Popular)

Definition
Education for critical consciousness leading to social change

History
. 1960's - Brazil - literacy programs of Paulo Freire

. 1970's - South America - methodology used with other issues and linked to organizations working for social change

. 1980's - Central America - in Nicaragua opportunity to apply to a national program - especially in the literacy and health campaigns

In Canada: - we also have a history of education for social change
one example: - the National Farm Radio Forums (CBC), which at one time had 1600 forums reaching 21,000 participants

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Principles of Popular Education

Everybody teaches; everybody learns

The starting point is the concrete experience of the learner

Leads to action for change

Strengthens the ability of people to organize themselves (affect change)

Links local experiences to historical and global processes

Is a collective effort

Involves a high level of participation

Is an on-going process (not limited to a workshop)

And it's fun!

Implications of Popular Education

For Planning/Design

. Need to encourage input of target group in planning and facilitation

. Choose activities that are good for self-evaluation by the target group so that they can identify their issues

. Identify control which target group has vis a vis the issue within the overall social context (lack of will, legal barriers etc.) - the obstacles to change

. need a circular room arrangement

. need to plan in appropriate social time/get to know each other to have a high comfort level since people will be sharing their personal experiences

. gear to awareness level of target group (starting point)

. plan promotional and other material to make accessible (language level and cultural sensitivity)

. build in debriefing to ensure relevant outcomes (to be sure that participants are empowered)

. need to know negatives and resources and plan to deal with them

. material relevant to target group and they help design it if possible

. format appropriate to the group

. accessible to people - daycare if needed, timing so people can come etc.

. who facilitates - and how - should have input into decision from target group

Implications of a Popular Education Approach for Facilitation

. within the workshop, an openess to change

. use resources, skills, knowledge of the group

. listen, ask observe - don't make assumptions

. offer options, alternatives to people in the oppressed group who does not see him/herself as oppressed - ask what they would like to change

. use examples of people creating change

. expect and acknowledge resistance
(plan and anticipate it)

. work at fears people have of change

. participants need to practise - facilitator as a resource
(Note change in learner/teacher role here)

. facilitator cannot impose his/her solutions

. stress teamwork, solidarity

. tailor language to the group (not condescending or over their heads)

Outstanding issue: Must the facilitator be from the oppressed group?

Implications of a Popular Education approach for:

Who we want to work with

Some/all of the following:

. those who want change

. those who share common oppression

. those who might identify with the oppressed (some of the middle class)

. those who see their liberation bound up with that of others

. need to group people according to where they are in the power structure: - each group has different interests

Outstanding issues: - Do we work with those in power?
- is it effective? Who holds power? Sometimes difficult to tell (e.g. police)
- dangers: - that we water down our stand and drain our resources

Implications of a Popular Education approach for:

What we (as educators)need to know about our own social identities in the world; our relationship to the groups and issues we work with

. what is our identification with the issue (as a particular group - women, or more generally as a person with a set of values, beliefs)

. my stake (interests) in the issue (as a mother on child abuse for example)

. we need to reflect on the society we live in or have left (had to leave)

. need to ask what side of the status quo are we on?

. need to look at the consequences of our work on social justice issues:
- at a personal level (may lose our jobs) or for the people we work with (the example of the woman leaving her husband)

. need to review power, decision-making related to the issues I deal with and my relationship to it

. look at our own political/philosophical point of view - can lead to labels

. what do I know about the theme/situation - do I know enough?

. what we do is influenced by the system in which we work
Need to make the distinction between long term and short term objectives related to social change we are working for.

<u>Outstanding issue: Need to look at the issue of power and the stake we, as facilitators, need to have vis a vis the issue we are addressing</u>
- i.e. can a white person do work on racism even though he/she has not been a victim of racist structures?

Discussion Sheet

You are Not Alone
Beneath the Mosaic

For the video you chose to discuss:

1. What kinds of groups could you use (have you used) this video with?

2. What responses/reactions would you anticipate (or have you had) with each kind of group?

3. Which of these reactions are crucial to respond to and how would you do so (or how have you done so)?

Be prepared to share your answers to question 3 with the group discussing the other video resource.

You Are Not Alone
Discussion of film and its use

Kinds of Groups to use it with
- refugee claimants information session
- in conjunction with Interpreter
- local shelter
- ESL Teachers (37)

Beyond Cross Cultural Communication
- some needs of students cross cultural awareness by focusing on family violence gap between parents and children
- loss of control of 'Father' wife picking up info. faster (more resistance by husband)
- women from Central America
- training session for Interpereters
- IW and others as info. tool
- victim crisis and res.
- police
- shelter staff
- IW leaders

Anticipated responses/reactions
- misconceptions that need to be clarified - e.g. what the shelter does/ police
- 'condescending neglect' by teachers
- unaware that resources on WA exist
- did want to talk about it
- ethnic groups confirmation that it happens in their communities
- 'no one talks about how to conserve the family or marriage'

Which crucial to respond to and how
a) Exploring feeling - BUT abuse is something different
- we want to preserve a healthy family

b) Condescending/neglect by ESL
- by providing training, resources and cross cultural training
- paying teachers to attend CC and RR

c) Way of fighting and introducing racism

d) General misconceptions re: shelters and police

e) That there are other options besides separation

Beneath the Mosaic
Discussion of film and its use

Groups to use it with
- professional groups - teachers, doctors, high school classes, parent/teacher
- community group meetings (women's inst., shelter workers)
- welfare mothers
- adult EASL classes
- Ontario housing
- C.E.C.
- New Arrivals

Anticipated responses/reactions
- reluctance - doesn't happen here
- demanding
- takes jobs away
- why did they come here anyway
- my family had to do all kinds of odd jobs
- we give them too much
- attitudes
- different emotions
- What can I do?
- empathy
-

Important to respond to - possible responses
a) Denial
- open for discussion
- show same part again
- discuss issues e.g. racism

Tactics:
- freezing
- bring in a resource person - distances - identifies people to whom referral
- accept denial - asks for acceptance of my experience and ask for help
- probe what the person means using their logic and ask them to clarify
- assess the damage
- acknowledge - depend on process
- in addressing obstructionist sometimes can't prove - keep in mind group

First we identified the elements of an effective workshop from participant experience ....

... and then we used that work to develop checklists for effective design & facilitation

3. Ten Finger Typing: Activities and Tools Day two

Objectives:

- explore a range of activities and tools which encourage active participation
- identify key stages in a workshop design
- model activities appropriate to different workshop stages
- surface issues and tension common to education about equity and explore ways to handle them
- examine a video designed as a training tool for cultural interpreters

Agenda

- ☐ Hangovers
- ☐ Social Identities & power
- ☐ Racism - in society and our organizations
- ☐ lunch
- ☐ Racism in the workplace (roles and approaches)
- ☐ Fly on the Ceiling reflection
- ☐ dinner
- ☐ Beyond Words: the film & its use

The Process

We began the morning session with the Process Observers report, choosing two new observers and going over the day's agenda. Day one was then briefly reviewed for learnings about planning and facilitation.

At this point the stages of a workshop and its circular nature were introduced.[1] We noted that during the day we would be modelling activities on the theme of equity within the various workshop stages.

To introduce the theme, beginning with participant experience, we used the flower tool for looking at culture and social identities..[2] Each participant was asked to fill in on the petals of the flower an inner circle describing themselves and an outer cirlce describing those who wield power in our society. We then compared our profile to that of the dominant strata. This exercise was followed by a more direct look at racism in our own organizations and in society. In 4 small groups, participants discussed 'when I see, hear, feel these things, I know racism is happening'[3] , and reported back by means of a group drawing to illustrate the main points. To look at how racism is structured, we worked with a triangle tool, which helps locate the points made in the drawings as individual encounters, systems or as the

[1]The handout on page 46- 'stages of a workshop'- was drawn on flip chart

[2]See page 47 for the 'culture and social identities' tool. Notes on the process for discussion follow on pages 48-49.

[3]See the task sheet on page 50 for detailed instructions

ideas which nourish racism. .The triangle also helped us look at the relationship between what's happening in the larger society and within our own organizations.[1]

In the afternoon, the emphasis shifted from analysis to problem solving, with participants trying out some of the tools we had used in the morning. In plenary we watched two 5 minute video triggers on workplace discrimination. We posted five scenarios, each related to one of the two tapes. (For example, 'You have been asked to come and talk to female workers in the hospital about sexual harassment' -which related to one of the clips about the harassment of an immigrant woman worker in a hospital.)[2] Participants then chose from among the scenarios to form groups. Since one of the scenarios attracted most interest, we divided that group into two teams. All groups were asked to analyze where/how discrimination was happening in the video clip they had chosen by using the triangle tool, and the key factors one would have to keep in mind in planning the educational session related to their scenario. The results were posted on flip chart paper and the groups circulated to share conclusions. This was followed by a plenary discussion of insights/blocks in trying to do the exercise.

Before dinner, time was spent unmasking the model of the day, referring back to the stages of a workshop we had introduced in the morning. Particular attention was also paid to issues raised by participants in day one: - the importance of synthesis, debriefing, flip chart recording and the building of ownership over what the workshop was producing.[3]

In the evening, the film Beyond Words was screened, followed by discussion on the issues it raises and the limitations/possibilities for its use.[4]

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[1] You will find the triangle tool we used for the analysis on page 53. with the points generated from participant drawings located on the triangle.

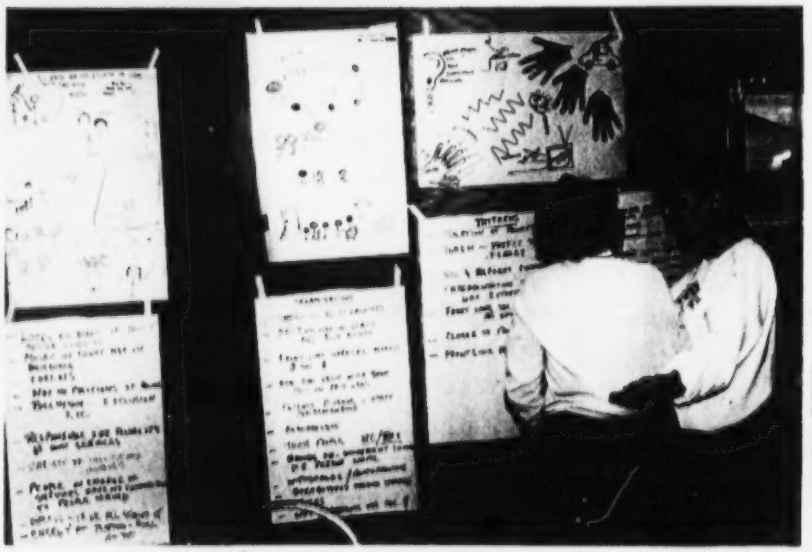
[2] There is a description of each scenario, followed by a summary of the group's analysis and discussion on pages 55-61.

[3] Refer to notes on page 62 for reflections of participants on these points

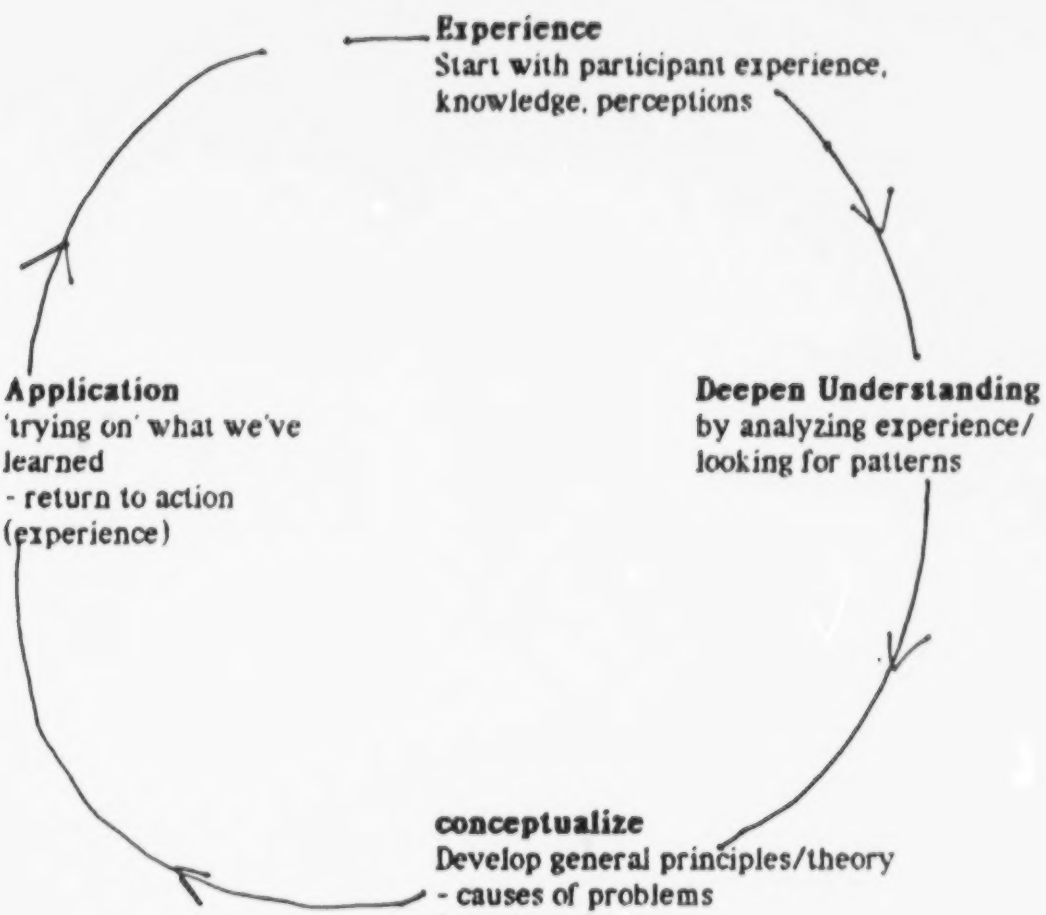
[4] For a summary of the discussion see pages 63-64

"When I see, hear, feel these things, I know racism is happening."

Racism in society
↓
in our organizations

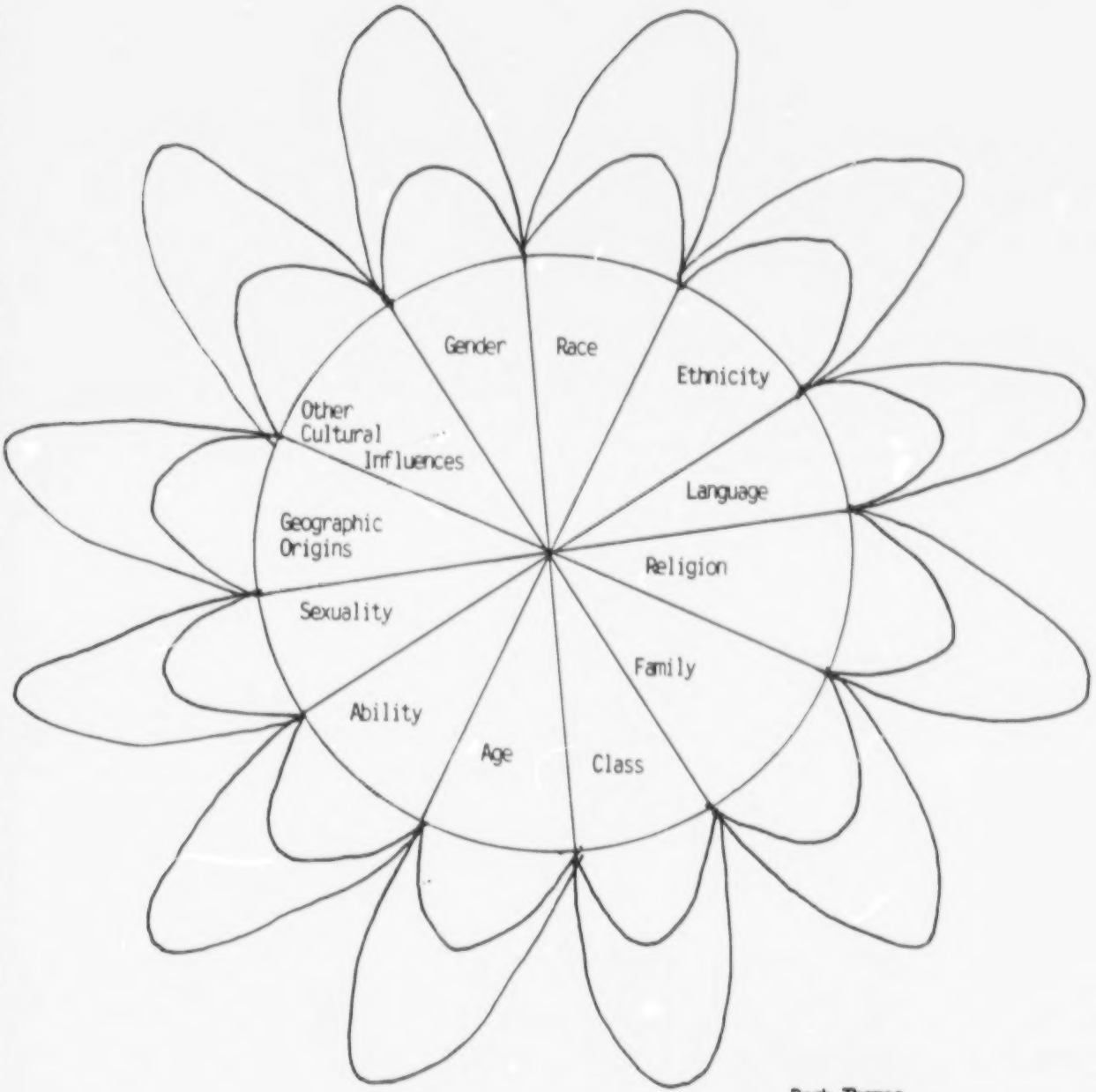


STAGES OF A WORKSHOP



Interaction Between:
Experience/Theory
Action/Reflection
Participant Knowledge/New Input

CULTURE AND SOCIAL IDENTITIES



Barb Thomas
Adapted from:
Letters to Marcia: a Teacher's Guide to Anti-Racist Education. Enid Lee, Cross Cultural Communication Centre, 1985

CULTURE AND SOCIAL IDENTITIES TOOL
(The Flower)
Process for Discussion

1. Fill in inner circle describing yourself

2. Put a description of who is dominant, most powerful in our society in the second circle (see flower filled in)

3. Questions Barb asked us:

. How many do you have that are different from the dominant identity?

. What is going on in each point in the flower that establishes and maintains the dominant identity? - noted that it is not a question of minority/majority but are forms of oppression that have names (like sexism, racism etc.)

. What is not shiftable/changeable? - note interplay between/across points on the flower

. List what participants put on their inside circle under race/ethnicity and note on flip chart

Race	**Ethnicity**
- white	- Afro Canadian
- black	- Chinese
- brown	- Canadian
- caucasian	- Anglo Saxon
- banana (outside yellow, white inside)	- South Asian
- mixed (criollo)	- Ghanaian
- human	- Anglo-Latin
	- Scottish Canadian
	- Polish
	- Puerto Rican
	- German-Danish
	- Latin American
	- Spaniard
	- Saxon-Celt
	- Italian Canadian
	- Filipino
To do with colour	***To do with culture, countries of origin, language, history etc.***

. Which is the least risky word?

Barb's input:
- Categories of race - not scientific
Used to oppress people

Social concept of race
- there is a social colour as well as a physical colour
White: - to do with colour, ethnicity, geographic, labour
- related to POWER

Racial awareness
Age 2-4 - physical awareness
Age 4 - racial identification
Between 4-7 - develop a racial preference (social colour)

Task Sheet: Looking at Racism

Groups one and two

Prepare a group drawing to illustrate how racism happens in our society, outside our organizations. One thing that may help you prepare the drawing is to discuss the following:

"When I see, hear, feel these things in the external environment I know racism is happening"

You have 30 minutes to prepare

Tasksheet: Looking at Racism

Groups two and three

Prepare a group drawing to illustrate how racism happens inside our organizations. One thing that may help you prepare the drawing is to discuss the following:

"When I see, hear, feel these things in my organization, I know racism is happening".

You have 30 minutes to prepare

Group Drawings

A. Racism in Society

Comments on drawing #1
- locks on doors if don't speak English
- Mosaic in front - not in buildings
- tokens
- not in positions of power
- pollution - exclusion etc.
- responsible for quality of own services
- variety of institutions involved
- people in charge of services have no connection to people served
- hopeful - if we all stand up
- energy at bottom - dull at top

Comments on drawing #2
- Sikh child's hair pulled - derogatory comments - schools
- racist jokes
- cockroaches - some people breed them
- landlords won't rent
- landlords not from dominant group also discriminate
- I have racial prejudices
- doctor "next time send me interpreter who can speak English'
- blue-eyed Board of Directors
- students in ESL classroom grouped by ethnic and race - teacher giving differential treatment

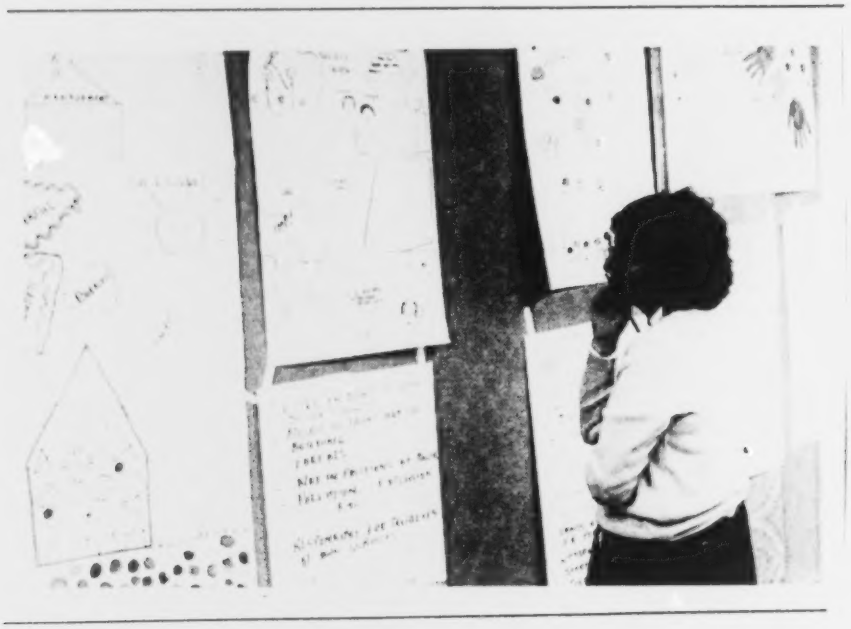
B. Racism in our organizations

Comments on drawings
- tokens on Board of Directors
- decision-making staff are blue bloods
- front-line workers mixed
- non-dominant group with same position paid less
- clients diverse - staff condescending
- awkwardness

- those people - we/they
- hands of different colours - PR person white
- withdrawal/awkwardness
- stereotyped media images
- jokes
- who represents organzation for fundraising

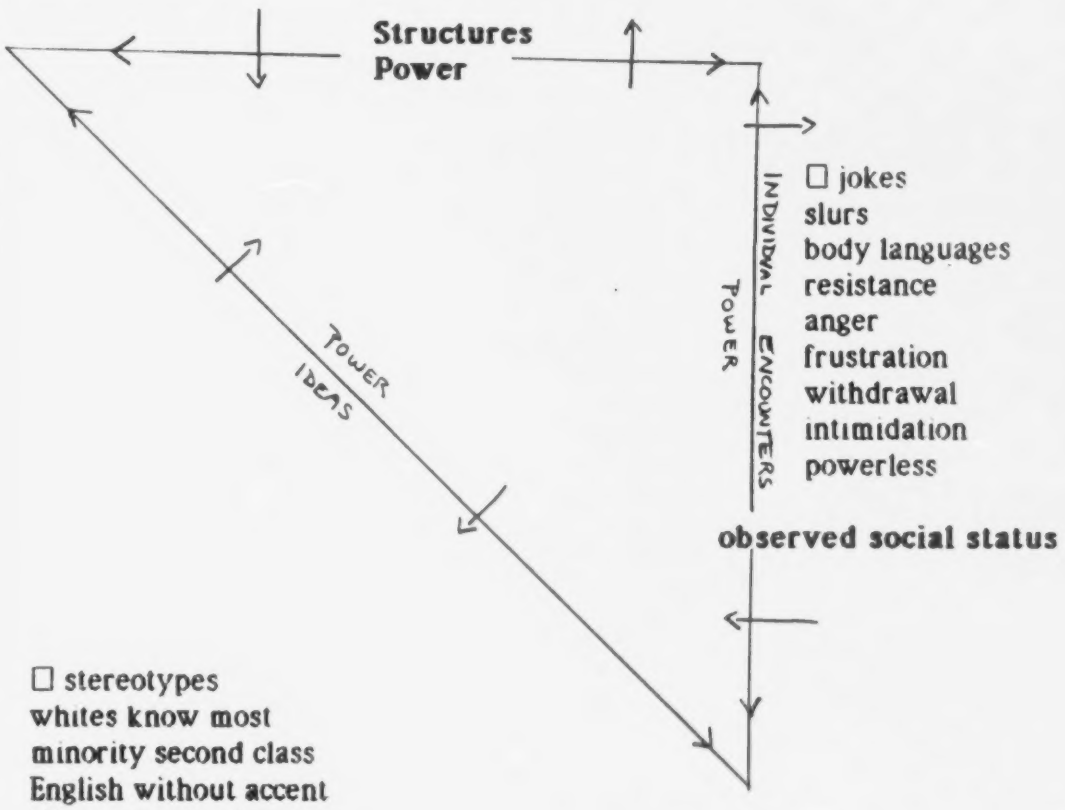
Patterns which emerged

- isolation of the powerful
- tokens - and prefered if flaky
- fragmentation of those who experience racism
- front line see themselves as victims
- closer to power/$ - white
- front line has connection to clients



Triangle Tool to look at Racism

☐ schools, churches, justice/police, government, social services, Media, health service providers, big business - low paying job ghettoes, brain drain, service without quality, invisible, decision-makers white - not rep. comm., hierarchical, locked doors, housing, energy at bottom, status quo, concentration of power at top, English, work structures, segregation, immigration



☐ jokes
slurs
body languages
resistance
anger
frustration
withdrawal
intimidation
powerless

☐ stereotypes
whites know most
minority second class
English without accent
Minority bring illnesses
Canada compassionate country
why do we have to let them in
merit - protestant ethic
Doubt that minorities can think intelligently
Canadian experience
Minorities should do low paying jobs
Suprise! You were born here
This is natural
Lack of quality 'okay'

Task Sheet
Workplace Discrimination Filmclips

1. Identify where racism and/or sexism was happening in the film clip your group is focusing on. (You might want to situate racism in the triangle tool we used earlier.)

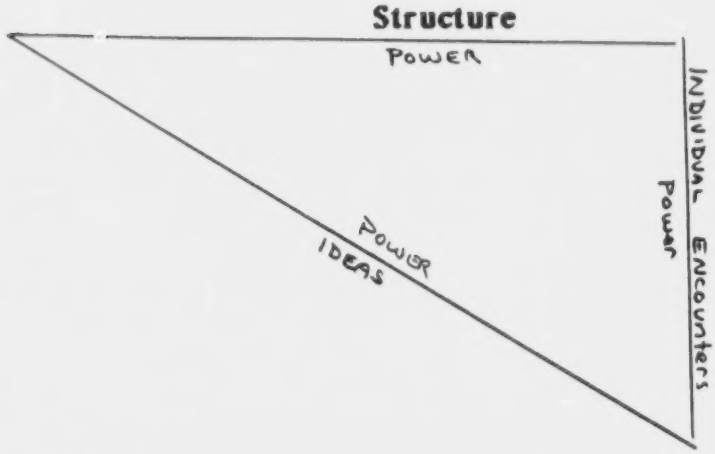
2. What are the key factors you would have to keep in mind in planning for your session?

3. What resources could you draw upon?

Scenario #1
You have been asked to come and talk to female workers in the hospital about sexual harassment

Analysis of racism in the situation

☐ white management, power to fire - appears, don't recognize qualifications gained outside Canada, lack of grievance procedure, male office, woman works in public area

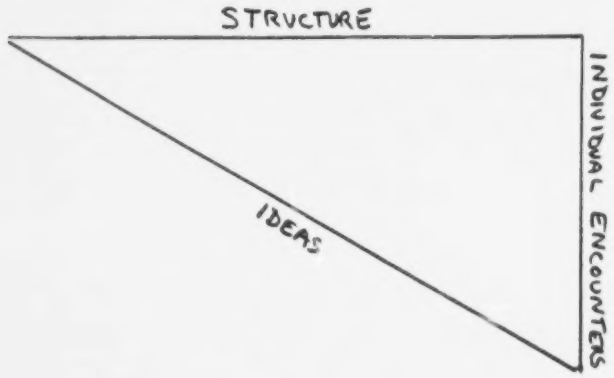


☐ sexual harassment experienced by Maria patted bottom, verbal abuse
'You're not good for anything but..'
threats to fire
racism and sexism

☐ Women and people of colour should serve those in power
Women need men
Less powerful people need people in power
Woman's only function is sexual gratification for men
Men assume women isolated
Don't challenge superiors
Superiors can criticize workers

Factors to take into account
- Identify structure as a factor, where people are located
- develop comfort level
- find out who will be there - education, position in hospital (e.g. Harryette)
- attendance voluntary or required
- acknowledge emotions - think about how to move from there
- view experiences of women as resource for session

☐ racism, anti-semitism, old boys network, some ethnic groups more powerful, if you don't like it - leave - pressure status quo, sexual harassment keeps men in power (except where loss of $) complaint



☐Let me show you a real man, body language as joke, racist joke, no woman yelled at me like that, no wonder your wife left you, managers solution is for woman to leave, don't make waves anti-semetic remark

☐ Let me show you a real man
Men can sexually harass women
Women don't yell at men
Why his wife left
Some ethnic groups more powerful
You know how it is when men and women work together
anti-semitic remark (Hitler)

Factors to consider

- that racism/anti-semitism involved as well as sexism
- women workers
- immigrant women and visible minority women suffer double discrimination
- what's the race and ethnicity of the target group?
- sexual harassment is against the law
- not completely powerless (have some things you can do)
- real or perceived repercussions of making a complaint (firing, fear of police, lawsuits

Resources

- Ministry of Labour
- the video we saw
- funding
- the personal experiences of the women in the workshop or on the panel
- comfortable facility

- is there effective grievance procedure in hospital
- build trust
- sensitive issue, woman's vulnerability, racism interacts with sexism?
- prior awareness and experience
- realistic options, what do women want to change, do after workshop
- literacy, language ability
- think about bottom lines

Resources
- someone to work with you who has had experience and is willing to share
- specific examples
- video
- information on law, hospital policy etc.
- info. on services, support
- experiences of women themselves
- using triangle and positives re: triangle (see insights page) with film clip

---

Scenario #2
You have been asked to prepare a session for women workers on sexual harassment (loading yard clip)

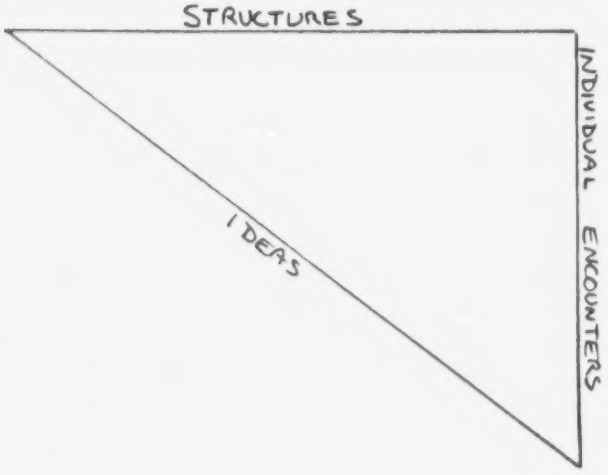
Analysis of the situation(racism starred - sexism without star)
- racist joke ('Paki')*
- body language as a joke degrading customs*
- anti-semitism - remark re: Hitler and Jews*
- "maybe stay home and count $" (stereotype) rather than sex*
- Harry let me show you a real man (racism and sexism)
- boss indifferent to sexual harassment (except where it threatens his business)
- to Yard Foreman "don't be too hard on her (indifferent to sexual harassment)
- old boys network (racism and sexism)
- scapegoat*
- "no woman has yelled at me like that"
- no wonder your wife left you (?) - sexism and racism
- sexual harassment
- manager Jewish community more powerful in his community than Pakistani community and women's community*
- manager's solution is for woman to leave (preserve status quo, don't ,make waves)

- safe space
- no interruptions
- women only? men on the panel?
- refreshments
- promotional material (to explain beforehand)
- follow-up with the issue, with individual situations
- assessment/evaluation
- non-toxic markers

Scenario #3
You have been asked to prepare a session to sensitize the management of the loading yard (workplace) to cross-cultural issues

Group one
Analysis of the situation

☐ white male dominated supervisory structure, lower strata positions, management afraid of workers power outside of office, dominant culture relative to community was favored, although still oppressed within system, sensitive historical event (Hitler) still painful



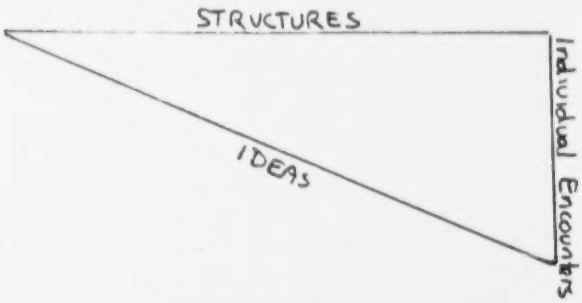
☐woman harassed -sexual and racial
slurs, jokes
fellow workers exchange ethnic insults
racial incident fueled by sexual harassment
regular 'shoptalk' poisoned by personal attacks
putdown on manhood when already vulnerable from both woman & men

☐ stress brought stereotypes to surface
non-mainstream, less familiar music less valued
give credence to Hitler's 'superior race' developm't
male role stereotyped- deviation ridiculed

Group two - worked on same scenario

Analysis of the situation

☐ Management (power) white, workers minorities, management-workers, okay for foreman and manager to make 'Paki' jokes, woman complained about Pakistani before the foreman's racist comment, different treatment based on race and position, indirect rule (divide and conquer strategy)



☐ jokes
racial slurs
blaming perceived lower status
frustration
touching - condescending
anger stemming from prejudice

☐ stereotyping - foreman-woman; women-South Asian
scapegoating, double standard,oppression, prejudice,
solidarity based on race and status position

Factors to consider

- target group - management, white men
- male co-facilitator
- needs assessment of target group
- where will workshop be held
- how long a workshop
- non-threatening involvement of target group in the preparation
- stats re: improvement in productivity / worker relations and management/workers
- debriefing and evaluation
- appropriate language level

Resources

- short videos re: cross-cultural themes and discussion
- statistics - related to their situation showing the benefits of having tolerance of other workers who are different
- exercise to help management recognize own ethnicity (Lifeboat)
- humour
- role playing -debriefing role-play
- snacks appropriate to group
- handouts

Factors to consider

- examine structure as power source
- get management's input into planning, design(actual case studies)
- popular education - goal oriented - action from content
- establish comfort level with the issue
- aid management in taking ownership of cause
- variety of cross-cultural interactions
- take stock of 'who we are' - demographics of staff
- cost/benefit analysis for managements' participation (timing, compensation, merit)
- consequences of non-action versus altruistic outcomes
- positive outcomes to be stressed over the law
- evaluation and debriefing mechanisms

Resources

- videoclip
- flower-petal self-analysis
- resource personnel - human rights, women
- case studies
- DMI
- Ministry of Citizenship $
- Fern Resort - meals, bar bill gratis, sauna!!!
- technical equipment and staff
- take home handouts, full statements of legislation - tedious but necessary
- good articles on racism, cross-cultural aspects of local/workplace population

---

Full Group Discussion

INSIGHTS - Ah Hahs
- use triangle to identify points which could promote, facilitate change

- sexism/racism very difficult to separate
So, in work with women, aware that we need to deal with both

- don't have to be a woman/person of colour to work on sexism/racism - but we do need to identify our stake in the issue

- theory of 'indirect rule' - divide and conquer - workers pitted against each other and so management can use them against each other

- Question: - in work on issue of sexual harassment with immigrant women, useful to have a man on a panel?

- Another question (from facilitators) - why no-one chose to work with the union - but several groups to work with management?

BLOCKS - PROBLEMS noted
- was difficult to separate racism and sexism

- potential problem around strategic difference in using men on work on issue of violence - could lead to assumptions which are incorrect about each other in the work

Fly on the Ceiling reflections

Reflections on:

Synthesis
- record what group says - help people organize it
- have summaries prepared e.g. principles of adult ed.
- order is important - start with own experiences then take apart - put back together
- use of visual framing tools
- pieces of paper which are moveable - group organizes
- planning for time at the end of the group work

Building Ownership
- writing up and giving back notes
- don't take editorial license with peoples' notes/words
- letting people choose (really) what they want to work with
- building agenda beforehand with participants
- creating knowledge with others and seeing it on the walls
- look for ways for people to learn from each other

Recording/Facilitating
- share recording/facilitating between two people
- writing it up and giving it back
- stages of workshop gives a frame for conceptualizing
- small groups bringing back their own notes

Debriefing
- tool to lead into next exercise
e.g. debrief of drawing as raw material for fulling in triangle
- raises comfort level when emotions are high - helps people name what is happening e.g. take apart how they went about the task
- report back on first question so as not to repeat what has gone on in small group.

Beyond Words
Discussion of video

Considerations
- negative reaction to professionals
- professionals exaggerated
- conflict situation for cultural interpreter - whose side is she on?
- cultural interpreters are part of a broader need for change (refer to triangle tool)
- is cultural interpreter in video the ideal cultural interpreter - how not to and how to - not to speak for client
- client invisibility when interpreter is present
- 'helping' profession as cultural specific behaviour
- who decided on who goes to shelter

Issues
- not all assaulted women would find themselves in same situations
- range of roles for cultural interpreter
. advocate, conduit of information
- conflict of roles (friend, interpreter)
- service provider use of client's language
- assumptions on using telephone with non-English speaking families
- where responsibility lies for finding interpreter
- interpreter should not be decision maker
- no ownership on part of service providers for the clients - they are always the settlement agencies' clients
- interpreter has to be powerful but she can't be dominant
- who to pass on power to client
- what 'personal' knowledge is culturally appropriate
- 'right' is 'wrong' video - too many
- good raw material - cross cultural sensitization piece, training viewo for CI
- video is culturally specific itself
- child abuse - wife abuse

Uses

- training video for CI
- cross cultural sensitization piece
- raw material good for popular education discussion but tension with the prescriptive parts
- legal interpreters
- use in segments - skip the writing
- assumptions of mainstream agencies, use of neighbour as interpreter, draw out issues, public health nurses
- first segment demonstrates need for competent interpreter
- PD for teachers in school system
- settlement services
- perhaps not for women themselves - too many stereotypes
- legal clinics or other services with volunteer interpreters
- need for video which could also be used to describe what CI is
- shelter workers
- after each segment have group draw up their own lists of ideal CI, conflicts etc. and then show video lists

4. Designing an Activity and workshop model Day three

Objectives:

- practice writing realizable goals for a 3-hour workshop
- identify key elements in designing education programs for social change
- practise designing activities and tools for specific workshop purposes
- practise introducing tools and activities
- practise designing a workshop using video resources
- develop some guidelines and rules for providing constructive, critical feedback to colleagues
- practise giving critical feedback to colleagues

Agenda

- ☐ Planning for a workshop
- ☐ Setting goals
- ☐ Designing an activity
- ☐ Lunch
- ☐ Giving and getting feedback
- ☐ Facilitating an activity
- ☐ Designing your workshop
- ☐ Preparing to facilitate
- ☐ Dinner
- ☐ Check in - work as necessary on workshop designs

The Process

Following 'hangovers' from the previous day, the process observers report and agenda review, participants divided into previously arranged design pairs.[1] Using the worksheet on page 67, time was given for objective setting. We returned to plenary after 45 minutes to generate a list of criteria for setting objectives, working with the objectives volunteered by one design pair[2]. Participants then returned to complete work on objectives.

We then introduced in plenary the steps or moments in an activity. The design pairs were then asked to design an activity which they would describe and introduce to the other pairs in the afternoon.[3]

In the afternoon we began by establishing together the process and some rules for feedback to use in the presentation of the activities to each other.[4] In three groups, participants described their activity and then introduced us

---

[1]Choice of who to work with was left up to participants. However, as each pair had to use one of the three video-tapes in their design, the choice of video to work on was one of the methods of choosing a design partner.

[2]See page 68 for criteria for setting objectives

[3]Please refer to the task sheet on page 70 and the handout on page 69 'steps/moments/mechanics of an activity'.

[4]The rules generated by participants are included on page 73

to the first five minutes of the activity as if we were participants. After each group, feedback was given following the rules established earlier.

We returned briefly to plenary to distribute a second worksheet for planning the rest of the workshop.[1] The remainder of the day and evening was devoted to planning in pairs, with an evening check-in to review the process for Thursday. Facilitators were available to assist any pairs in trouble.

Designing a workshop is not easy!

[1]See pages 71-73

Worksheet: Thinking about your workshop

Total time available: 3 hours

Participants: What do you know about participants attending your workshop? i.e. gender, race and enthnic background, first language, class; will they know each other's names; what is their experience with the topic; what attitudes, understandings, skills are they likely to bring to the workshop?

Things to guard against or **Things you're afraid will happen**

Setting some objectives

a) What specifically do you want participants to feel, know, understand, be able to do at the end of your workshop?

b) Identify **3 specific objectives** for your workshop

Title of your workshop

Some Suggested Criteria for Setting Objectives

. Are they realistic for the time you have?

. Is there a clear verb which suggests an activity?

. Is the objective measurable? Would you know if you had done this?

. Is it appropriate to the group? i.e. could you say this objective to the group and have support?

. Is there a logical flow from one objective to the other? (refer to 'stages of a workshop')

. Do the objectives address what you want people to feel, know, be able to do?

DMI
1988

Steps/Moments/Mechanics of an Activity

A. Introduction
- explaining guidelines and task
- groupings - how to divide and where to go
- maybe a bit of the history/background of the tool
- handouts if appropriate
- time they have

B. Doing the Activity - Implementation
- people working something (preparation)
- facilitator available (as a resource or to clarify)
- facilitator monitoring time

C. Debriefing the Activity
(if in small groups, coming back to larger group)
- pulling out the experience
- looking for patterns/analysis
- add new content/theory
- synthesis

Some Design Questions around Activities
- what's the focus? What is the relationship of the activity to the objective

- how much data do you want to generate? Need?

- new questions/insights - how can they be captured, recorded for group learning?

DMI
1988

Task Sheet

Designing An Activity

1. With your partner, design the first activity of your workshop following the introductions. It should be a brief activity, designed to establish the relevance of your theme to the work/lives of the participants in your session.

2. Prepare to actively present the first 5 minutes to the rest of us, using us as participants in your workshop.

You have 45 minutes to prepare

Worksheet: Designing Your Workshop

Objectives: (Fill in the objectives you have identified for your workshop)

1.

2.

3.

Program Outline:

overall flow	objective #	time	Activity	Resources
Getting to know each other				
starting with peoples experience/ knowledge/ perceptions				

overall flow	objectives	time	actvitity	resources
Deepening understanding/ Build new skills				
leading to action/ application to work of participants				
Evaluating the workshop				

Feedback

Rules for Feedback
- stick to specific experiences
- positive- 'negative' - positive
- criticism should suggest an improvement
- talk from my own experience of what happened
- stick to the point

What we wanted feedback on
- did people understand instructions?
- did it feel comfortable following the instructions?
- comments on suitability of activity to goal
- dynamics between the facilitators
- behaviours helped activities?
- my presence - did it project?

Process for Feedback on the Activity
1. Describe the activity and take us through 5 minutes of it

2. Presenters comment - including requests for any feedback wanted

3. A round - each person gives 2 comments: something they liked; a suggestion for doing something differently. Facilitator comments.

4. Response/further comments from presenters

People worked into the night on their workshop designs...

5. On Stage: the Practice of Facilitation Day four

Objectives:
- *practise facilitating a segment of a participant-designed workshop
- *provide participants with a videotape of their facilitation
- *practise giving critical feedback to colleagues
- *add to checklist for effective design and facilitation

Agenda
- ☐ Process Observers/Hangovers
- ☐ Video-taping participant-prepared workshop segments
- ☐ Lunch
- ☐ Re-presentation of videos
- ☐ Supportive/critical feedback
- ☐ Pulling together learning about design and facilitation
- ☐ Fly on the Ceiling reflection
- ☐ Dinner and social

The process

As before, 'hangovers', process observers report and the day's agenda were the first items of the day. We also needed to do an 'energizer' to help people relax a little as the tension prior to the taping was very high.

We began by reviewing the process and rules for feedback we had established for the activities on day three. A few changes were suggested and a process and set of rules agreed to, which are outlined in the notes on 'Saturday Videotaping'.

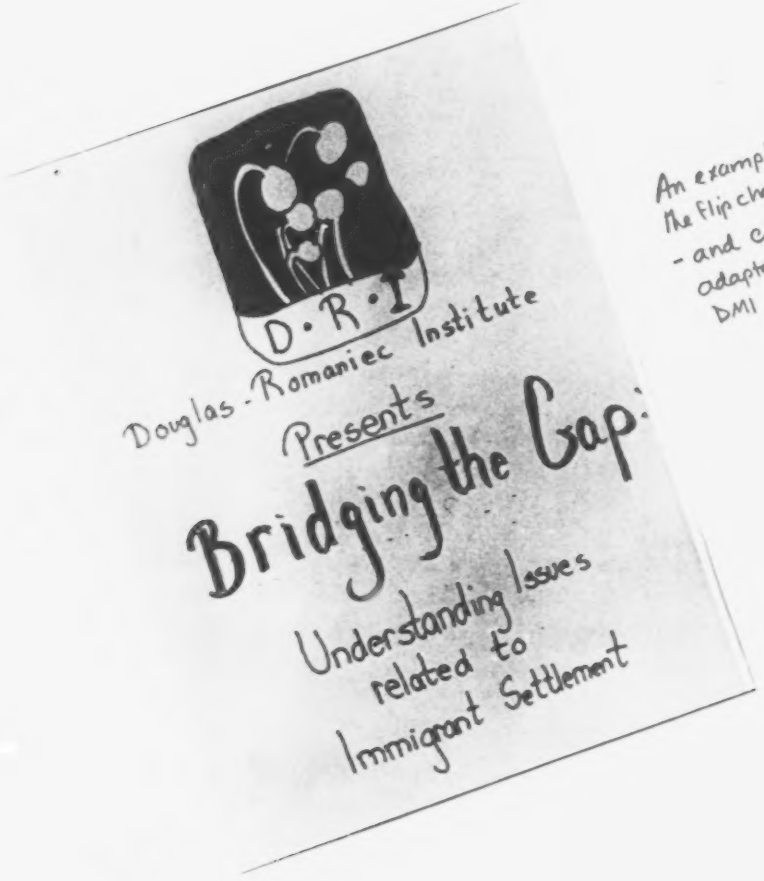
For the videotaping of the workshop segments, we divided into two taping areas so that the process could occur simultaneously. Each pair went through their plan and then facilitated a 10 minute segment which was videotaped, with the remainder of the group as participants. Following each presentation, the rest of the group was given a few minutes for questions of clarification and time to take a few notes.

After lunch, the video tape segments were re-presented. Following the rules for feedback and the process established, each group received critical feedback on their design and facilitation from their colleagues and from the facilitator. [1]

[1] Copies of participant plans and any notes from the segment they facilitated are included in this section.

At the end of the afternoon, we re-grouped in plenary and then divided into two large groups - with one person from each design pair in each group. One of the large groups looked at the checklist for facilitation and the other at the design checklist, adding any new insights from their recent experience.[1]

Participants did not feel a need to continue with the 'fly on the ceiling' reflection. So we completed plans for the evening party and enjoyed ourselves in the evening after a very intense day.



An example of the flip chart work - and creative adaptation of the DRI logo!

[1]These are included on pages 77 & 78 under "Saturday - Videotaping" - #'s 4&5

Saturday - Videotaping

1. Process for Videotaping

☐ Group sets up
☐ Presenters explain plan (overall objectives, target group, agenda) and describe where the activity to be facilitated fits into the plan
☐ Presenters tell us how they want us to play our role as participants
☐ Facilitation of 10 minutes (timed) of the plan
☐ 5 minutes for note-taking

2. What do we want feedback on?

☐ Did people understand instructions
☐ Did it feel comfortable following the instructions
☐ Comments on suitability of activity to goal
☐ Dynamics between facilitators
☐ Behaviours which helped the activity
☐ My presence - do I project

3. Rules for Feedback

☐ Stick to specific examples
☐ Positive - 'negative' - positive
☐ Criticism should suggest an improvement
☐ Talk from my own experience of what happened
☐ Stick to the point - don't bring in a lot of new points

4. Ah Ha's on Facilitation

☐ never work alone
☐ avoid appeasing challengers
☐ it's OK to re-direct the group's focus but stay in parameters
☐ don't finish others' thoughts/words
☐ it's OK to admit that you need something
☐ keep things posted so that everyone can see points made
☐ clarify before documenting
☐ avoid preconceived answers
☐ allow time to respond
☐ document everyone's thoughts
☐ it's OK to allow for participant interaction

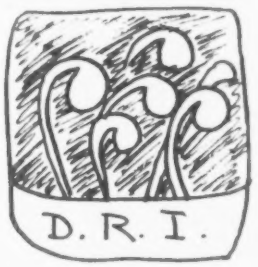
☐ ensure that resources are visible/clear/legible
☐ avoid the tendency as a facilitator to try and resolve difficult questions/issues when stated
☐ hand-out handouts at the appropriate time
☐ brainstorming vs. problem solving
☐ check-in to clarify directions with participants

5. Ah Ha's on Design

☐ using resources from a different perspective
☐ start from experience of the target group
☐ importance of objectives and refining them; also the number of objectives in relation to the time you have
☐ important to have not too much detail
☐ not to overload the agenda
☐ design to meet the target group (i.e. maybe by needs assessment)
☐ be prepared to anticipate resistance and apathy
☐ chart work must be clear
☐ use lots of visuals
☐ design to have varied activities and move people around
☐ design should affect people at the experiential level

Participant Plans

1. Bridging the Gap: Understanding Issues related to Immigrant Settlement Wanda and Mike



Presented by the:
Douglas - Romaniec
Institute

Setting

Participants: Range of health/social service providers who are interested in learning more about serving immigrants

Community: An area in which the arrival of immigrants/refugees, particularly those from less-developed countries, is a relatively 'new' phenomenon.

Objectives:
1. To identify the range of difficulties encountered by the immigrant population
2. To examine the existing level of support for the immigrant population
3. To discuss strategies, approaches and resources available to maximize the support base for the immigrant population.

Agenda:

9:00	Introduce ourselves Brief background
9:10	Warm-up: Get to know each other
9:20	Review the objectives
9:30	Small Group Discussion
10:00	Debriefing
10:30	Break
10:40	Video: Beneath the Mosaic
11:00	Debriefing
11:45	Final Feedback and Evaluation

Activity
Think about a time of change in your life (e.g. changing jobs, starting at a new school, moving to a new town etc.) In small groups of 4-5 people discuss the following:

i) What in your environment changed?
ii) What feelings and emotions did you experience?
iii) Who did you go to for support

(25 minutes)

NB These directions would be prepared on a handout and distributed to each participant.

Emotions/Feelings (Identified by participants)

. loneliness	confused	isolated, loss of family
excited	proud	support
. scared	depressed	helpless
. fear of failure	challenged	hopelessness
. sadness	expectations of self	panic
. sense of loss'	overwhelmed	anxiety

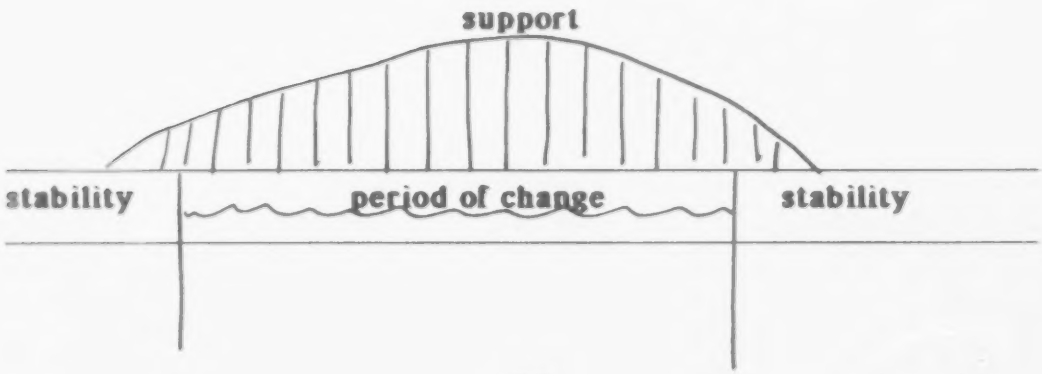
(all of them)

Supports

mother	father	brother	sister
friends	church	neighbours	cousins
counsellor	employer	association	social group

someone from same culture (could be professional)

Bridging the Gap



2. Cultural Interpreters as part of the Service Providing Team
Claire and Caroline

Objectives:
1. To identify, with front line workers, those things which help or hinder communication with clients from different cultural backgrounds
2. To examine these helpful.hindering elements, using the video "Beyond Words'.
3. To identify ways to improve communication with clients from different cultural backgrounds

Agenda

9:00	Welcome Life Boats
9:15	What has been frustrating./satisfying for you in working with clients from different backgrounds?
9:45	Patterns; common problems Envision ideal client/worker interaction
10:15	Break
10:30	Using interpreters: 'Beyond Words'
11:30	Incorporating interpreters in your work
11:50	Evaluation

Activity Notes

Satisfying Elements
Trust
Completed quickly
Went smoothly
Client had necessary papers

Frustrating/Confusing Elements

Language	No Understanding
Awkwardness	Don't understand system
Lying	Uncomfortable
No papers	No rapport
Unable to confirm appointment	TV -VCR - where does the money come from?

How we would have liked it to have gone
Bridging language barrier
Client understands system
Honesty, openess, trust
Client prepared - papers, rent receipts..
Comfortable interaction

Neighbour

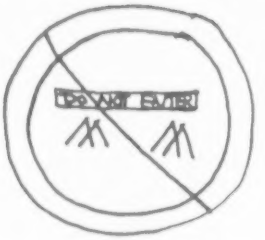
Helping	**Hindering**
felt comfortable	mistranslating/not translating all of it
	didn't understand institutions
	over-reacting, exagerating
	condescending, superior to friend

Cultural Interpreter

Helping	**Hindering**
Challenge	Challenge
Broke stereotype	
Understood Institution	Talked at length

3. Barrier Busters

Rita-Marie and Karen



Scenario: 22 persons, (representing front-line, administrative and volunteer staff plus Board members of a women's shelter) are assembled. The Executive Director invited 2 outside resource people to address the issue surrounding immigrant women's accessing the shelter. The request stemmed from staff feedback.

The facilitators distributed a questionaire to all the above. The collation of stated experiences, needs and objectives are reflected in today's agenda.

Objectives:

1. To identify concerns of shelter workers in providing service to assaulted immigrant women.
2. To identify barriers facing assaulted immigrant women in their plight.
3. To examine how shelters can challenge or contribute to those barriers.
4. To identify some next steps in a longer term process.

Agenda:

9:30	Introductions and welcome
10:40	☐ Review of objectives ☐ Agenda approval ☐ Social and cultural identities: - Identifying Barriers
10:40	Break
10:55	☐ Film: clips of 'You Are Not Alone' ☐ Challenging the Barriers: Policies and Procedures ☐ New Directions ☐ Evaluation
12:30	Closure

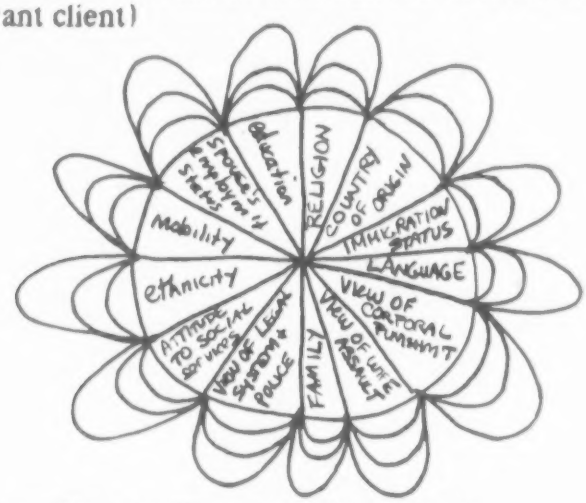
Activities

i) Icebreaker

Using the 'putting the sentence together' activity - assembling the following: WIFE ASSAULT IS A CRIME THAT CROSSES ALL INCOME AND GEOGRAPHIC LINES AND SPANS ALL AGE GROUPS, RACES, NATIONALITIES AND ECONOMIC LEVELS. (22 words)

ii) Adaptation of the flower exercise

(Different colours for inside (self), middle (Canadian client) and outside (Immigrant client)



iii) Responding to 'You Are Not Alone'

Participants will view the clip about LUCY (the woman in our immigrant case study) and will put themselves in her position. Debriefing will elicit reactions from her perspective. Perceived barriers will be noted.

iv) Policies and Procedures: How do we challenge the barriers?

A list of elements of the Shelter's policy and procedures will be provided to each small group. One item will be examined by each to determine if it contributes to, or breaks down barriers.
(This list will also include barriers identified in the 'flower' exercise and the film clip debriefing).

v) Policy/Procedures: Bringing it all together.

(Summarize small group findings)
Where do we go from here: - what
- who?
- when?

vi) Evaluation - self-response form circulated

4. Training of Reception House Staff

Maria A. Alvarez and Myrta Sahas

Setting: Reception House meeting room in K-W

Facilitators: 1 worker from the M.C. Centre
1 ISAP counsellor, YMCA

Target Group:
- ☐Staff of the Reception House: 1 Manager, 1 Cook, 6 week-end and evening residential staff and 1 housing search coordinator
- ☐Nine month old program - staff has had no training
- ☐Some of them have had some experience as volunteers
- ☐Ethnic background: 1 Polish, 1 Laotian, 1 Central America, 1 South American , 1 Jamaican and 2 English Canadians
- ☐Reception House is the place used to house Gov't-sponsored Refugees upon arrival. Average stay 3-4 wks

Goal: To examine how role conflicts and differences in values manifest themselves and to what extent they can hinder settlement.

Activity

Three segments of the Film 'Beyond Words'
- streetcare scene
- park scene
- taxi scene

Sequence of Activity
- Introduction of the Film
- Viewing
- Group Discussion
  1. Analyze client
  2. Analyze worker
- Reports
- Building for the Future (action)

Agenda: Workshop for Reception House staff

☐ Introduction - Activity: Blindfold
  * list of emotions
  * looking for patterns
☐ Objectives of the workshop
☐ Agenda: - review, schedule, modification
☐ Activity - Film 'Beyond Words' (3 segments (1'-3'-2')
  - Group Discussion (client issues, worker issues
☐ Report - synthesis and concepts
☐ Break
☐ Building for the Future (action)

Notes from the Activity

Worker
- worker busy in other tasks
- cook overworked
- knowledge of job description?
- concepts - help
  - dependency?
- angry, frustrated, own agenda for client

Client
- worker did some of the work
- worker makes client feel guilty
- we need more training
- do we turn them away - Christian
- worker overstepped
- compounds feeling of loneliness
- woman has no control

5. The Cultural Interpreter — Martha and Sachi

Overall Objectives:

1. To define the roles, responsibilities and skills of the C.I. in relation to the client.
2. To clarify the need for a C.I.
3. To stress the competence of the C.I. in relation to confidentiality and cultural knowledge

Objective for the day:

#2 - To clarify the need for a cultural interpreter

Agenda

9:00	Registration, coffee
9:30	Welcome and Introduction
10:00	Objective
	Sharing of experiences as cultural interpreters
10:30	Viewing of the video 'Beyond Words' Part 1
11:00	Debriefing
12:00	Lunch
1:00	The need for technical skills
2:00	Factors affection communication in cultural interpretation
3:00	Sign up sheets for future training sessions
3:15	Evaluation forms
	Adjournment

Notes from the Activity

Introduction to the video:

Welcome to all interpreters and translators. The response based on the needs assessment indicated that there is an interest in cultural interpretation. How many here have an idea of what C.I. is? After viewing a segment of the video 'Beyond Words' hopefully you will.

First here is a definition of a cultural interpreter according to the Newcomer's Services Branch - Ministry of Citizenship.

- A C.I. is someone who facilitates face-to-face, verbal and non-verbal communication between people of different languages and/or cultures
- The C.I. interprets concepts and cultural practices to aid in the communication process.

Discussion following the video:
As portrayed in the video, the lack of training of the neighbour who did the interpretation, even though she was of the same cultural background.
Knowledge of both languages is important.
Are there any other situations in that particular segment?

The need for the C.I. has been established in the video through the lack of understanding on the part of the neighbour. Other insitutions that may use C.I. are health care, social services, educational and justice. Can any of you name any examples of institutions using C.I.?

Factors affecting communication in cultural interpretation
- translation vs. interpretation
- body language, other related factors
- distortion by deletion, polishing, exaggeration etc.
- unfamiliar technology

Technical skills needed by cultural interpreters
- language skills in both languages
- knowledge of technical vocabulary of both languages
- knowledge of Canadian system
- rules for accessing services

6. Cultural Interpreters and Shelter Workers
Elba and Cindy
(Workshop for shelter workers)

Objectives
1. To identify problems shelter workers have experienced working with non-English speaking immigrant women;

2. To recognize the ways in which non-English speaking immigrant women experience shelters;

3. To examine the role of the cul tural interpreters and to what extent cultural interpreters can assist with problems identified under #1 and #2

4. To outline other strategies that the shelter could implement to reflect the needs of immigrant women

Agenda

☐ Introduction to: - facilitators - workshop - logistics	10 minutes
☐ Energizer - mar afuera/mar adentro	10 minutes
☐ Role Play; - shelter worker and non-English speaking immigrant woman arriving at the shelter (pairs) - de-brief - feelings, problems - identify feelings common to shelter worker and immigrant woman	60 minutes
☐ Break	15 minutes

☐ Video 'Beyond Words' — 20 minutes

-Segments:
- telephone call
- neighbour and CAS worker
- shelter worker
- lawyer

-Reactions, questions re: video — 10 minutes

☐ Discussion in 2 groups

i) problems of shelter workers

ii) problems of non-English speaking immigrant women

List ways cultural interpereters could assist with these problems.

Full group - Ah Hahs/Blocks — 30 minutes

☐ In pairs, develop 1 strategy/idea to make our shelter better meet needs of immigrant women. List in full group — 15 minutes

☐ Evaluation — 5 minutes

7. Beyond Words Ruby and Mary

Objectives

1. To identify the dynamics of communication between the school, its students and parents whose first language is not English
2. To examine how these dynamics of communication impact on the participation of the students and parents in the education process
3. To clarify the need for a cultural interpreter in the communication process
4. Taking the first step in using the service

Agenda

9-9:20	What's it all about: - affirming objectives
9:20-9:50	Identifying dynamics of communication a) cultural and social identifies by school population
9:50-10:05	b) impact on participation of students and parents in the education process
10:05-10:15	Vehicles of communication
	Break
10:30-11:00	Clarifying need for cultural interpreter in communication process a) 'Beyond Words' viewing
11:00-11:40	b) debriefing
11:40-12:00	Taking the First Steps - $ - training - access

Participants

Principals/Superintendent in a family of schools:
a) with experience in using service of C.I.
b) know about service but no experience
c) know about service but considers it of no priority
d) totally new to service

Activity Notes

1. How do you think the phone call from the principal was affected by the fact that it was not possible to communicate directly with the mother?
2. How did this affect further developments in this situation?
3. If you could rewrite the script, what changes would you make in order for the school to effectively deal with this problem of communication?

1) - effective phone call
- unfair burden on child
- unfamiliar with facts
- principal
- some communication
- serious subject
- issue of confidentiality

2) - younger child - worried for older brother
- protective
- frightened and new
- mother was confused
- felt helpless
- mother's space was invaded
- scared, frustrated, powerless, defensive

8. Empowering Immigrant Women to Obtain Desired Jobs

Rosalind and Sophie

Objectives

1. To share the difficulties in getting the same kind of job as in the home country
2. To explore the causes of these difficulties
3. To overcome the difficulties
4. To explore some possibilities in taking the first step

Agenda

9:00-9:15	1. Welcome and Getting to know each other
9:15-9:25	2. Overview & Objectives of workshop
9:25-9:55	3. Sharing Job Experiences Me: Then and Now Debriefing/Discussion
9:55-10:15	4. Exploring the causes of the difficulties
10:15-10:30	5. Break and Coffee
10:30-10:55	6. Small group discussion on video and overcoming the difficulties
11:15-11:45	7. Sharing the available resources
11:45-12:00	8. Evaluation and summary

Activity

Me: Then and Now

Obstacles in getting the same kind of job as in the home country

HAVE TO TAKE CARE OF MY CHILDREN

- LANGUAGE
- DEGREE NOT RECOGNIZED = WORKPLACE NO CONFIDENCE IN ME

LANGUAGE BARRIER PRODUCA DIFICUETAD AL SOLICITAR WORK

NO CHILDCARE HERE
At home I was a nurse and did shift work + my mother looked after my kids. Here I don't have childcare for shift work.

RESOURCES HARD TO GET

DISCRIMINATION

MY HUSBAND

CAN'T BUY LAND TO FARM IN CANADA
∴ LIVE IN CITY

CONSIDERED UNSKILLED

NO JOB OPENINGS FOR ME!

Obstacles

Can change	**Cannot change**
-systems -looking at the different ways in working with agencies	- skin colour - different qualifications - cannot go to school to get certificate

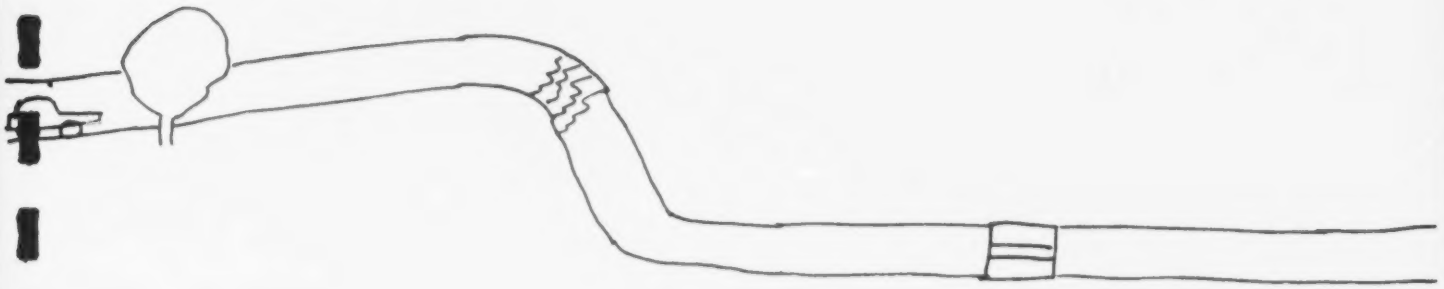
9. You Are Not Alone In This Country

Padmini and Carolyn

N.B. There were only flip chart notes made of the activities

Activities

1. Identify the main obstacles



2. What Stands in the way of the changes you want

(Grouping exercise, with participant input)

Immigration

- My husband is my sponsor. Can I leave him?
- Will I be sent home to my country?

Money

- I have no money
- How will I support myself & my children?
- Who can help me find a job?

Housingq

- Where will I live?
- I don't want to leave my apartment

Children

- Will I lose my children?
- I can't live without my children
- Who will care for my children if I go to work?

Culture

- My society will shun me
- A divorcee is an outcast
- Is it my fault?

3. Answers/information the video gives us

. The police can help. The police can lay a charge.
. If they do not, you can lay a charge
. The Children's Aid can look after the children if you go to hospital
. You will not be sent home to your country
. You can go to a shelter
. The beatings get worse
. It is not your fault
. Alcohol and drugs don't cause the beatings
. Men who hit women do it to control women
. Women don't enjoy beatings
. Ontario housing gives priority to abused women
. In some situations a woman can get help from welfare
. You can get free legal help
. Violent men need help
. Men also hurt women sexually and emotionally
. You can get custody of your children

Fears/Questions not answered by the video	**Answers**	**Who can we Ask**
- if a woman returns to her house how she is treated		Counsellor
- problem of our ethnic community		Other women who have been through the same situation
- problem of family		
- children feel unsafe		
- will they take my children away?		

Other questions

- what are shelters like
- about Children's Aid
- about effects on children of no father
- about interpreters

6. Covered Ground and Next Steps Day Five

Objectives

- make the course planning process visible to participants
- evaluate the course
- identify some concrete next steps in our own work back home
- identify resources and training needs helpful in carrying out education work.

Agenda

- ☐ Hangovers/process observers
- ☐ Methodological march
- ☐ Key learnings/implications
- ☐ First steps and follow-up
- ☐ Evaluation of the course
- ☐ Closure

The Process

Following 'hangovers', the process observers report and a review of the agenda, we embarked on a 'methodological march'. The purpose of the exercise was to review the Course, remembering what we had done and why we had done it.

We had posted the expectations sheets from the first evening, and asked people to form the same groups again. Referring to their expectations of the workshop, participants were asked to discuss key learnings, application back home and the concrete first steps to make it happen.

In the plenary, each group was asked to post key learnings, and report on application back home, noting the first step each one would take. Some time was then spent discussing: - new resources to draw on, further resource and training needs, follow-up [1]

To evaluate the course, participants were asked to complete an evaluation form[2],. They also agreed to respond to the follow-up questionaire on pages 103-105 in six months time.

In the closing activity, a set of keys was passed around as people reflected on what doors had been opened for them.

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[1] Major points from that discussion are noted on pages 98-100

[2] Included in this section on pages 101-102

Follow-Up

We began the discussion by breaking up into the same groups we had used on the first evening to share expectations of the workshop. Participants were asked to discuss the following:

- ☐ What you learned/accomplished related to your objectives/expectations
- ☐ How you can apply what you've learned back home
- ☐ A concrete first step you plan to take back home

We shared the first steps and agreed to the following follow-up actions.

1. Report of the workshop should include:	**Responsibility**
☐ any information re: follow-up decisions	DMI
☐ peoples' workshop designs/objectives and names	
☐ workshop agenda, showing modifications	
☐ comments on facilitation and design	
☐ bibliography of resources	
☐ process for feedback	
☐ first steps	
☐ copy of evaluation sheet - blank	

2. Agreement re: use of/access to video material

i) Participants receive a personal video. If in the group of five, you receive presentations by the 5 groups and as much feedback as fits of your own; if in the group of four: you receive a copy of the 4 groups presentations	DMI
ii) Participants agree to Ministry having a master copy - If clip used in training film, people involved get to see and approve draft - Participants would then sign a release form if they agree to the use of the material	Maria

3. Future feedback and follow-up

- it was suggested a letter be sent to Diana [1]re: workshop	Participants
- in 3-6 months a form/questionaire will be sent out which people agree to send back	Maria/DMI

4. Other resource/training needs

- get information on the other video from the Ministry	Maria
- specific training on 'Beyond Words'	
- list of people in each area already trained to be given to participants	Maria

[1]Diana Abraham,
Settlement Integration,
Ministry of Citizenship,
77 Bloor St. West, 17th Floor,
Toronto M7A 2R9

First Steps

Ruby	-Speak to boss regarding a pilot training for our interpreters
Mike	-Call guest speaker for the purpose of re-designing an overloaded agenda (i.e. 3 hour workshop)
Elba	-Complete a survey in order to design the January "Role Definition" meeting of the Advisory Committee
Martha	-Funding Application
Sachi	-Report and Advise
Myrta	-Laundry
Maria	-Work on using video produced here in future workshops
Wanda	-Use info/exp. from here in planning overall conference mtg. tomorrow night
Cindy	-Review intake procedure of shelter with women whose first language is not English with view to change
Padmini	- report back to employer/organization
Rosalind	- indicate intentions to target group(s)
R.M.	- incorporate techniques into current workshop design
Sophie	- presentation of video to our Board
Caroline	- make checklist of what a cultural interpreter is
Claire	- call hospital re: workshop - do needs assessment
Mary	- start network process for team facilitation in school system
Carolyn	- review workshop schedule for 1989 - apply to battered women's support group I'm co-facilitating starting tomorrow (first step: call other facilitator and plan to cut proposed agenda in half.

Educating for a Change

Course Evaluation

Date:

This form has two purposes. We hope it will help you reflect on your own learning during the course. We know it will help us improve our work. To make the evaluation as useful as possible to us, it helps if you can be specific and personal. (i.e. using 'I' instead of 'we' etc.)

Part one: What did you learn from this course?

a) New knowledge gained from the course

b) New understandings, feelings you leave with

c) New skills - things you can use in your work

Part two: Your Assessment of the Course

1. What parts of the course did you find most useful? Why?

2. What parts did you find least useful? What ideas could you suggest for improvement?

3. Would you recommend this course be offered again? YES ☐ NO ☐
   If so, to whom? If not, why not?

4. What follow-up training do you need?

Many thanks for taking the time to fill this out!!

Educating for a Change

May 20, 1989

Educating for a Change Workshop

Six Months Later

Greetings!

Hope this finds you well and not too overworked. If you can take yourself back to our workshop in November, you will hopefully recall your agreement to answer a follow-up set of questions to help us all evaluate the workshop after a few months back in the workplace. So, that time has come. (We can hear the groans!)

Nevertheless, we are asking you to fill in the attached questionaire - or, if you prefer, to write us a letter addressing the issues we raise in the questions. The information will be shared with the Ministry of Citizenship and with the Ministry of Skills Development - the latter through our own project report.

Many thanks for taking the time to do this. And do keep in touch.

Love,

(for) Barb, Bev and Rick

Doris Marshall Institute for Education and Action
818 College St. #3, Toronto, Ontario M6G 1C8
(416) 538-2334

Follow-up to Educating for A Change Workshop

Your Name:

Date:

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1. Attached is a list of first steps you said you would take on returning home. Did you do what you had planned? How did it go? What else (if anything) did you do?

2. Have you used all or part of your program design? Have you used all or part of the program designs produced by other participants? Which pieces?

If you have used a program designed in the workshop, could you comment on how it went:- who was there, what were the results? If you haven't could you let us know why? What were the blocks?

3. Other than the program designs, were there any other direct applications from the workshop to your work?

4. Have any new questions emerged for you in your education work as a result of the workshop?

5. Have you co-facilitated with anyone from the workshop? Have you drawn on the skills and experience of fellow participants in any other ways?

6. Have you used any of the tools, resources from the workshop? (specific techniques, the videos, any of the printed materials etc.) Could you specify which ones, how they were used, and with what results?

7. In using any of the program designs, tools and resources from the workshop, how did you feel?

8. What (if any) further training/discussions do you feel the need for now? Why? (Note that we can not promise to meet these needs - but it is important input for us in thinking about follow-up training programs.)

9. With hindsight, what were the most important elements of the course for you? What changes would have made it more useful?

Many thanks for this!

C. Evaluation

Participant evaluation of the Skillshop for Immigrant Service Workers took three forms:

- ☐ During the Course, the 'fly on the ceiling' reflection at the end of each day and the 'process observer' reports each morning.[1]
- ☐ At the end of the course, an evaluation form completed by all participants.[2]
- ☐ Six months later, a follow-up questionaire completed by ten participants with two others offering verbal responses.[3]

1. During the Course: Fly on the Ceiling and Process Observers

The nature of the changes which resulted from participant input included:

i) Changes in design — For example, a re-designing of Day Two after feedback from the fly on the ceiling reflection of Day One that there had been too much material presented.

ii) Changes in process — For example, following a suggestion by process observers we shifted the focus of the room, moving the flip charts and varying the centre of activity.

2. End of the Course evaluation

Part A — What did you learn

In surfacing participant learnings, we asked them to group what they had learned into three categories: new knowledge gained; new understandings, feelings; new skills useful in their work.

Points most often mentioned under new knowledge were as follows:

- ☐a recognition of the importance of planning;
- ☐the theory of popular education and the basic concepts of adult education;
- ☐the workshop cycle - the stages of a workshop;
- ☐the knowledge that other participants brought to the session;
- ☐new insights into facilitation.

> *I learned to look at workshop planning as a process leading to my desired result, instead of combining a group of exercises to deliver a message.*

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[1] For questions posed see page 20. The process is described and examples included in section B1 'What's it all About'

[2] You will find a sample form in Section B6, pages 101-102.

[3] The questionaire is included in Section B6 on pages 103-105

New understandings and feelings most often mentioned were:

- going back to work with a feeling of achievement at having produced a workshop - my own plan;
- confidence in being able to tackle work which lay ahead;
- from a sesne of being alone and isolated in this work to a new appreciation of working with others who themselves are facing similar problems;
- I'm in a better position to overcome some of my worst nightmares;
- the three workshop facilitators were mentioned by many as good role models who obviously liked their work.

> *I feel like I have a new frame for my past experience. I've had some real Ah-Has' - like 'that's what I've been doing all along. but I never saw it that way before and this could take it even further.'*

Skills I can use These included:

- icebreakers and energizers
- designing and facilitating with a colleague
- feedback skills
- process observers and fly on the ceiling
- the flower tool

Using the videos and recording on flip chart were also mentioned.

Part B Your Assessment of the Course

Parts of the Course mentioned most often by participants as most useful were:

- the opportunity to design and then facilitate a piece of my own workshop. Participants said that it gave them confidence in doing such sessions in the future and was a useful 'grounding' of the theory presented.
- a better understanding of how to give and receive feedback.
- clarifying the stages in a workshop and moments in an activity - now clearer on how to approach a workshop design.

On the question of what parts were least useful and what could be done to improve them:

- noted most often was that the agenda on Day One had been too packed. A group learning here was that the facilitators had realized the problem and moved to pare down the agenda for the following day.
- many participants said that they found no least useful parts.

Should the course be held again?
Every participant recommended that the course be held again. Some said that a similar group of community educators should receive it. Other sectors mentioned were:

- ☐ women working on the issue of violence against women
- ☐ ESL teachers
- ☐ personel in administrative positions
- ☐ university professors

It was suggested that the training of trainers using the video 'Beyond Words' could be along similar lines as the Skillshop.

3. Six month Follow-up Questionaire

What did you use from the workshop in your work? How did it go?
All participants had taken the first follow-up steps they had identified at the workshop. While most respondents had not been able to use all of their program design, everyone had used some piece of it. Most participants also reported facilitating and designing a variety of other workshops and meetings, including involvement in the planning committee for the third DMI pilot workshop.

> *I felt/feel very comfortable using the material because it was presented to me in such a manner that I understood both the why and the how of the material.*

The general consensus was that those segments used in subsequent sessions had worked well. Most expressed a great degree of confidence and comfort in doing their work. The obstacles faced in using their material ranged from not getting the participants expected, to participants more comfortable with a lecture style presentation, wanting ready-made answers, not group discussions. Finding time to run a workshop given all the other front-line work was a problem for some.

> *It is not easy to be called a liar in front of 30 male policemen. I was able to turn it around into a learning experience for the entire platoon. Before the workshop I doubt that I could have done it successfully.*

Tools or resources you have used from the workshop:

☐ the workshop cycle for planning
☐ how to prepare a meeting and use an agenda
☐ the videos
☐ the flower tool and triangle tool to look at racism
☐ Lifeboats, spaghetti and other ice breakers
☐ the evaluation tool
☐ printed materials - handouts, tasksheets
☐ fly on the ceiling
☐ pre-workshop survey (needs assessment)

Further needs identified

Further training needs identified at this stage include:

☐how to train trainers - the importance of being able to train other staff to share work load and improve team work;
☐periodic opportunities to practice workshop designing and networking with other immigrant service workers;
☐a workshop to create new tools for specific audiences - more about the effective use of current tools/how to choose them;
☐further training on popular education and its application;
☐a one-to-two day brush up on skills and techniques from this Course;
☐a workshop design and facilitation handbook for community workers

Other points noted were learning to avoid burn-out and how to respond to an emergency workshop with little time to plan ahead.

Networking

Perhaps not suprisingly given the distances separating some of the skillshop participants, co-facilitating sessions and networking with other community educators has not been easy. It has only happened where participants live in the same town or have met by chance at a conference.

Six month assessment of the workshop

With some distance, the most important elements of the course were:

☐ steps in planning - the workshop cycle
☐ the mix of theory and practice
☐ the follow-up materials - including the video of my own facilitation
☐ the opportunity to learn from other participants
☐ the comfortable atmosphere - learning encouraged
☐ knowing what resources are available
☐ the five day format - the intensity
☐ confidence, self-esteem, new energy, new knowledge, and new friends.

Suggestions for improvement were:

☐ greater emphasis on issue of sexual harassment

☐ even more hands-on components
☐ talk about ways to channel pain, anger, frustration into action for change
☐ need to stress with participants that a theoretical foundation is critical - you made it look so easy!

I feel more confident and as if I had more to offer the group

A final 'group portrait.'

BEST COPY AVAILABLE

D. Conclusion

In the initial flyer announcing the November 1988 Skillshop for Community Educators, we stated that our goal was to build skills and confidence in:

- ☐ developing learning activities
- ☐ designing new community education programs
- ☐ facilitating group activities

The evaluations clearly show that participants learned some new skills and developed some confidence in their use. The workshop has also helped people face difficult situations or 'nightmares' which arise in their education work. Each person took home a product - their own plan for a three hour workshop, which applied the theoretical principles they were learning about during the Course. The opportunity to give and receive feedback on both those designs and the pieces facilitated, improved the individual workshop plans and increased self-confidence in facilitating groups.

As we continue to do this work, we are increasingly aware that training in facilitation and design for educators working for social change is a process which takes much longer than a five day workshop. At the same time, it is evident from the evaluations that this Skillshop played a useful role in the further development of the educational skills of participants. While this Manual will assist in the difusion of the experience, there is also a need for both further training sessions and a more structured 'Handbook' to ensure that the training process continues for course participants and is shared with the broader community.

We wish to thank the Ontario Ministry of Skills Development and the Ontario Ministry of Citizenship for their support for this first pilot workshop. We also wish to thank the participants for sharing their knowledge, experience and insights, making this Manual possible. We hope it will be useful to others.